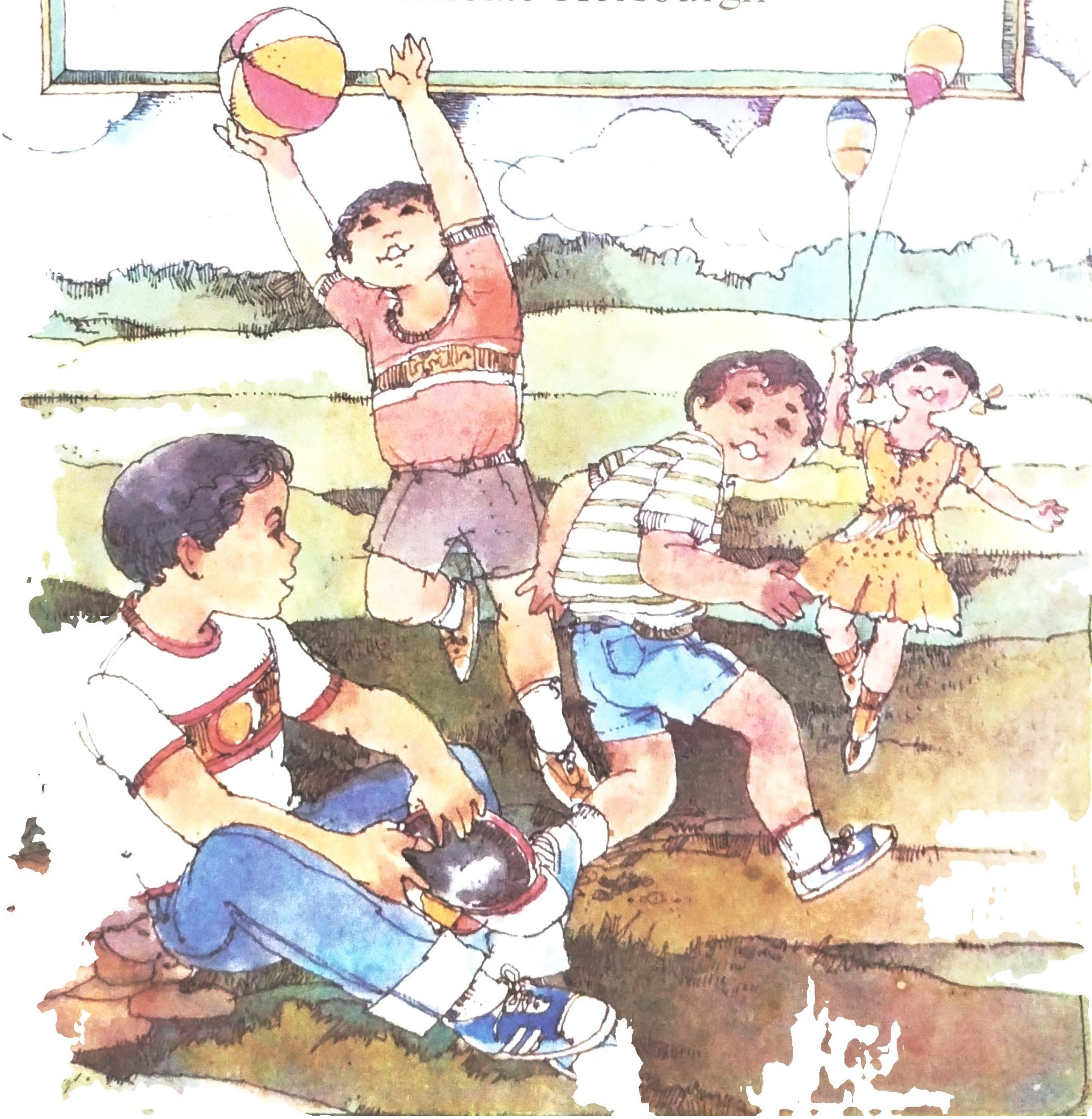
Modern English

Book 5

David Horsburgh
Nicholas Horsburgh



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DAVID HORSBURGH

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Introduction

Modern English is a complete English course. It comprises books, workbooks and other supplementary materials, such as teacher's books. The series was planned after consultations between the publishers and several teachers from a wide range of schools.

The books are the core of the series. There are two introductory books, A and B, and five books, from One to Five, making a primary reading course of seven books in all.

Reading Material

The lively reading passages, while chosen to interest the child, are intended to provide an adequate, graded, vocabulary. There is a wide variety of reading material: new stories as well as traditional, folk and well-known stories—all of which have been written or adapted for the appropriate level.

The reading passages have also been structurally graded. In the earlier books the language and grammatical structures are very elementary, and the child is then, gradually, introduced to new and more complex structures. There is a great deal of repetition and revision, always with the use of new materials and themes, to encourage the use of structures previously taught.

Exercises

These are a key part of the learning process. They provide practice in the active use of what the children have read and perhaps understood intuitively. Consequently, each reading passage is usually followed by two sets of exercises.

The first section consists of questions and exercises which are directly related to the context of the passage. These exercises develop children's ability to read and comprehend. After the children have done these orally in order to hear and speak correct English, they should normally be asked to prepare the lesson and complete the exercises. The exercises in this section include comprehension questions, vocabulary extension work, sentence building and composition. The earlier books make full use of phonic as well as 'look-and-say' words.

The second section, with its emphasis on the use of structures, phrases, idioms, spelling exercises, punctuation and questions dealing with grammar, gives plenty of practice in the development of writing skills.

Layout and Illustrations

The books have been imaginatively designed and illustrated to arrest and hold the child's attention. In the earlier books the picture clues assist in the younger child's comprehension and attempt to develop the skill of reading. In the later books the lively illustrations help the children visualize the growing world that they are reading about.

Methods

The authors' systematic methods have been carefully attended towards motivating the children. The content has been made as lively as possible in order to interest the learner. Themes that are familiar to the child are introduced in the early books. From stories which are based on the child's environment the subjects then begin to include themes such as animals, nature, fantasy, adventure and travel. There is a great deal of humour in the way the stories are told; drama and poetry have also been given a place.

The exercises take into account large classrooms and children of varying abilities. There is a certain amount of essential drill work as well as exercises which give the children scope for imaginative and creative work. There are a variety of exercises to suit both the average and the brighter child.

An accompanying workbook has been developed with each reader to give more practice in language work.

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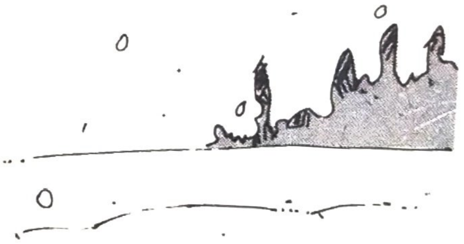
Stopping by woods on a snowy evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

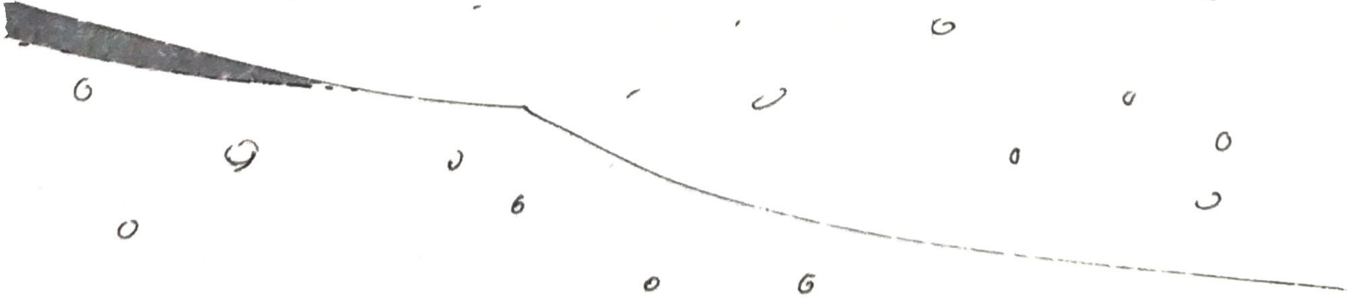
विचित्र/[illegible]



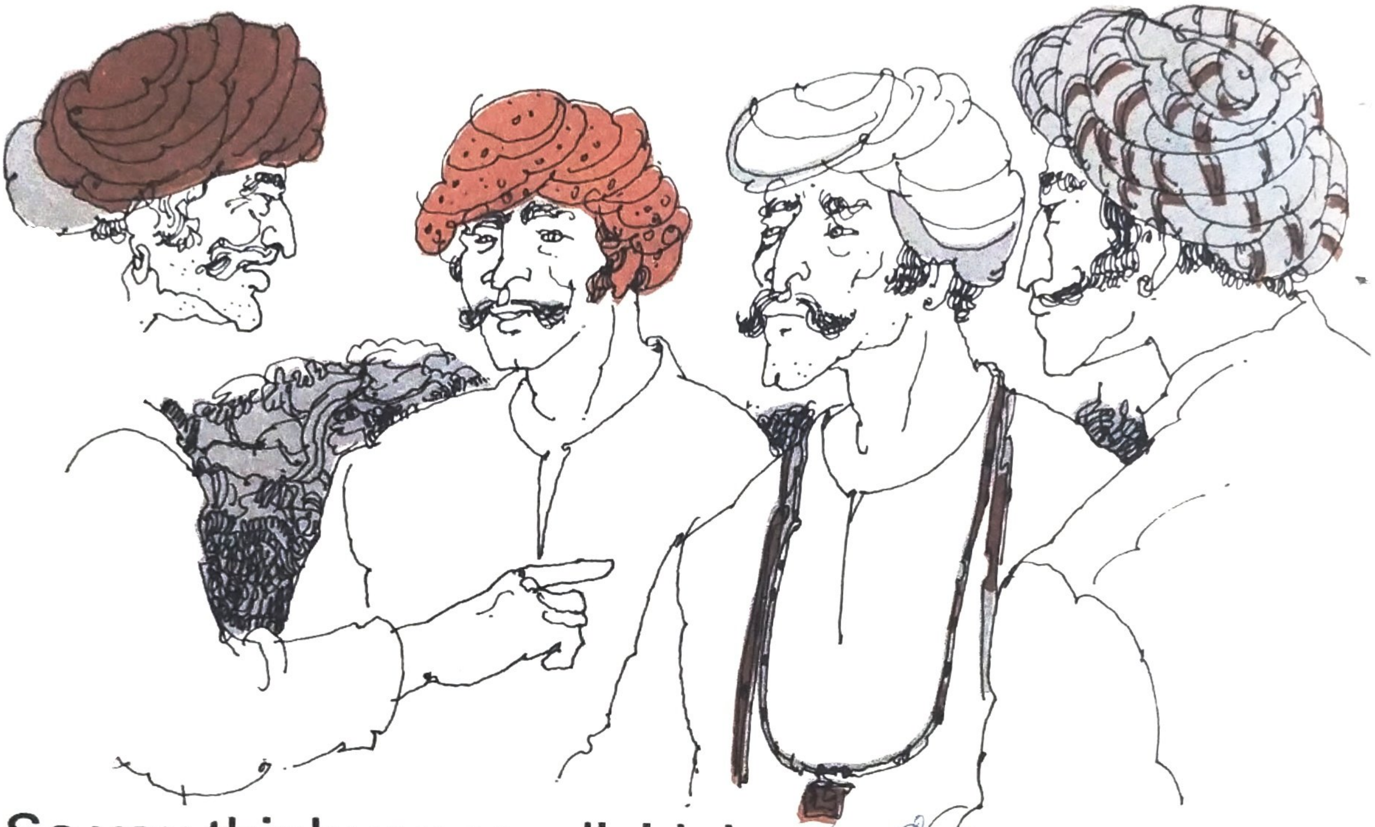
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Robert Frost



quarrel = कोरल = झगड़ा / विवाद , विरोध का कारण



So you think you can divide!

[illegible]

There was once an old man who had three sons and seventeen camels. The sons were called Rooplal, Nathu and Lalji.

The father was getting very old and one day he called his sons together and said, 'Boys, I am old and one of these days I will die. When I am gone please promise me that you won't quarrel over my camels. I want you to divide the camels in this way. Rooplal, you are the oldest and you must have half the camels. Nathu, you are the second and you must take a third. Lalji will get a ninth.'

The boys promised not to quarrel but do exactly as their father had commanded. A few days later when the father died the boys arranged the funeral and when that was over they got down to the business of sharing the camels.

Rooplal, the eldest boy, said, 'Father wanted me to have half the camels, but half of seventeen is eight and a half. How can I take half a camel? The best idea would be for me to take nine camels and you two can share the rest.'

The others did not agree. Nathu said, 'You are already getting the biggest share. Why should you get half a camel more? It's best that you take eight.' Rooplal said that it was a good idea but it was not according to their father's wish.

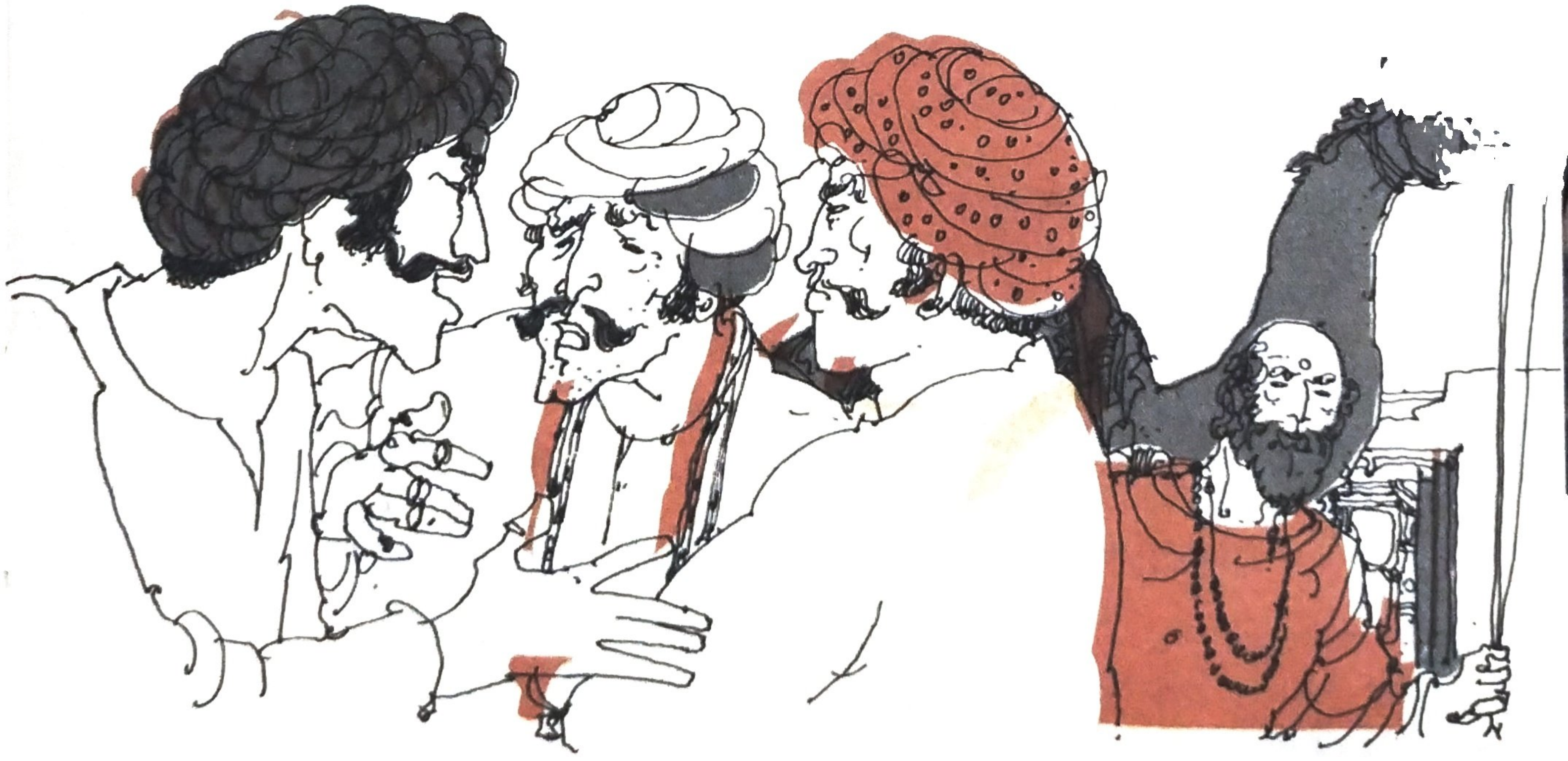
The youngest, Lalji, interrupted: 'How about selling one camel and then dividing the money?' The other two did not agree to this suggestion. 'Then what about killing one camel and feeding the village in memory of our father?' asked Lalji.

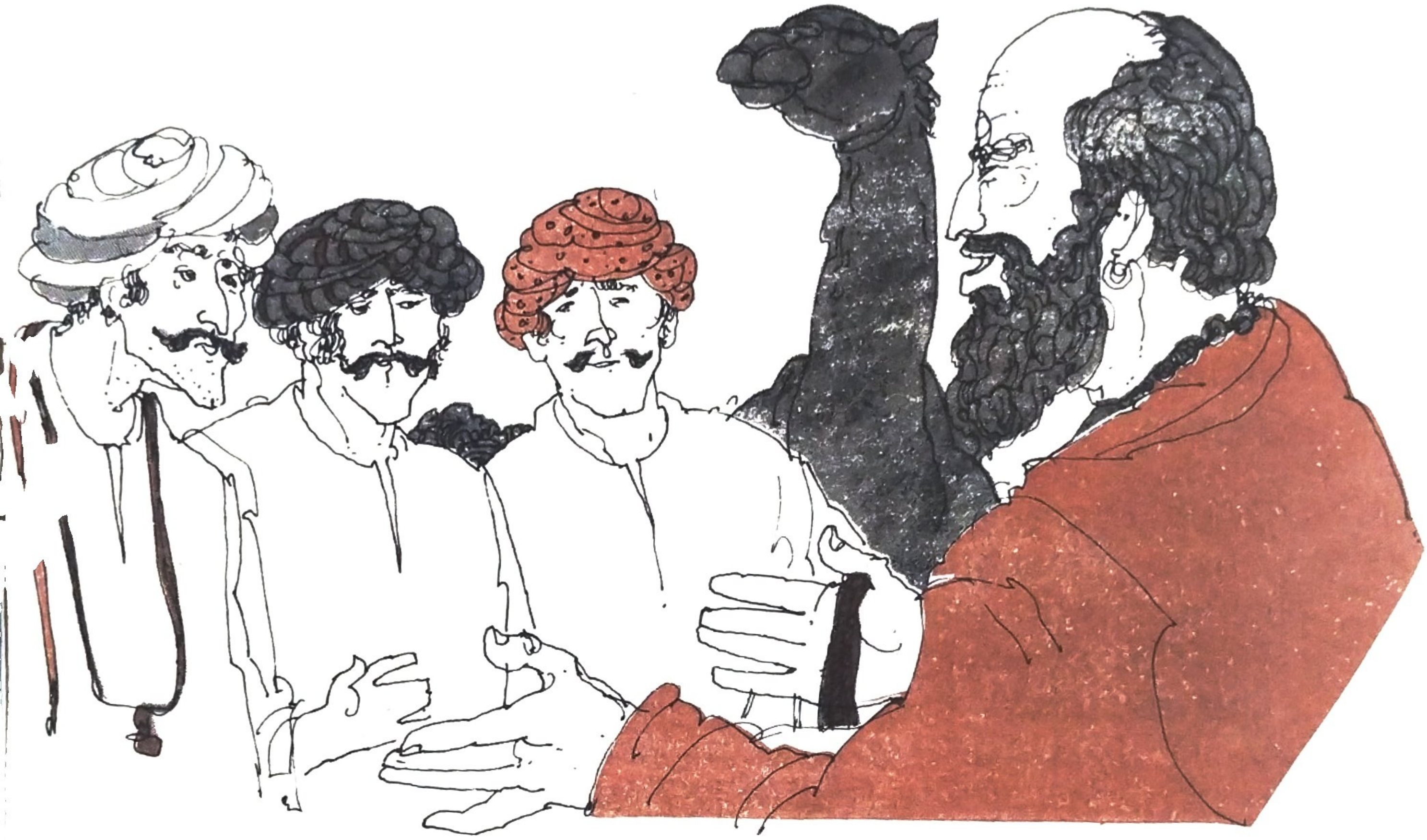
'What!' shouted Rooplal, 'Waste a good camel by feeding the whole village? You must be crazy!'

The argument went on and on. Every time one of the sons made a suggestion the other two disagreed with it. Their voices got louder and louder; their faces got redder and redder and there was much stamping of feet and shaking of fists. When the argument was at its height a man came by leading a camel by a rope. The man was a holy man who happened to be passing.

'Now, my brothers,' said the holy man, 'I'm sorry to interrupt your discussion but can I be of any help? It is not very good to fight and shout at each other; you may burst a blood vessel.'

'Well, holy man,' said Rooplal, 'We are quarrelling over the inheritance that was bequeathed to us by our father.





We did not mean to quarrel but there doesn't seem to be a solution to our problem.'

The holy man listened to their story. When they had told him the story he smiled and said, 'Here, take my camel and see how that will help in your sharing.'

'We can't do that,' replied the brothers. 'It's very kind of you, but you must not give up your camel.'

The holy man smiled kindly. 'No, no, please take it. If God wills I shall not be the poorer for it.' He gave them the camel.

With the holy man's camel there were now eighteen camels. Rooplal took his share of half—that was nine camels; Nathu took a third—that was six camels; and Lalji took a ninth—that was two camels.

Suddenly the brothers stood quite still. They were struck with amazement for there, standing by itself, was the holy man's camel.

The holy man bent down and took up the rope which was tied to his camel. 'You see, my friends,' he said softly, 'there is no need to quarrel. Everything can be settled in a friendly manner if we try.' He waved goodbye and went his way.

Exercise A

Answer the following questions.

1. What was the name of the youngest son?
2. How many camels did the father want to give to Nathu?
3. Who would get the largest share? What was the share?
4. What was Lalji's idea?
5. Who called Lalji 'crazy'?
6. What happened when the argument was at its height?
7. How did the holy man help the brothers?
8. Did the brothers accept the holy man's offer?
9. Were all the brothers happy in the end?
10. Did the brothers keep the promise they made to their father?

Say which of the following statements about the story are true and which are false.

1. Lalji was the youngest son.
2. Rooplal did not argue with his brothers.
3. The holy man told the brothers not to quarrel.
4. The boys obeyed their father's wish.
5. The argument between the brothers became quite fierce.
6. The brothers began quarrelling before the father's funeral.

Without looking at the passage try to put the punctuation marks in the following.

we cant do that replied the brothers its very kind of you but you must not give up your camel the holy man smiled kindly no no please take it if god wills i shall not be the poorer for it

Exercise B

You learnt about the eight parts of speech in Books 3 and 4. They are: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections.
You must, by now, be quite familiar with the first seven words in the list above; perhaps you are not so familiar with the last one—interjection. The interjection is an exclamation. Words which show feeling, emotion, anger and delight are called interjections.

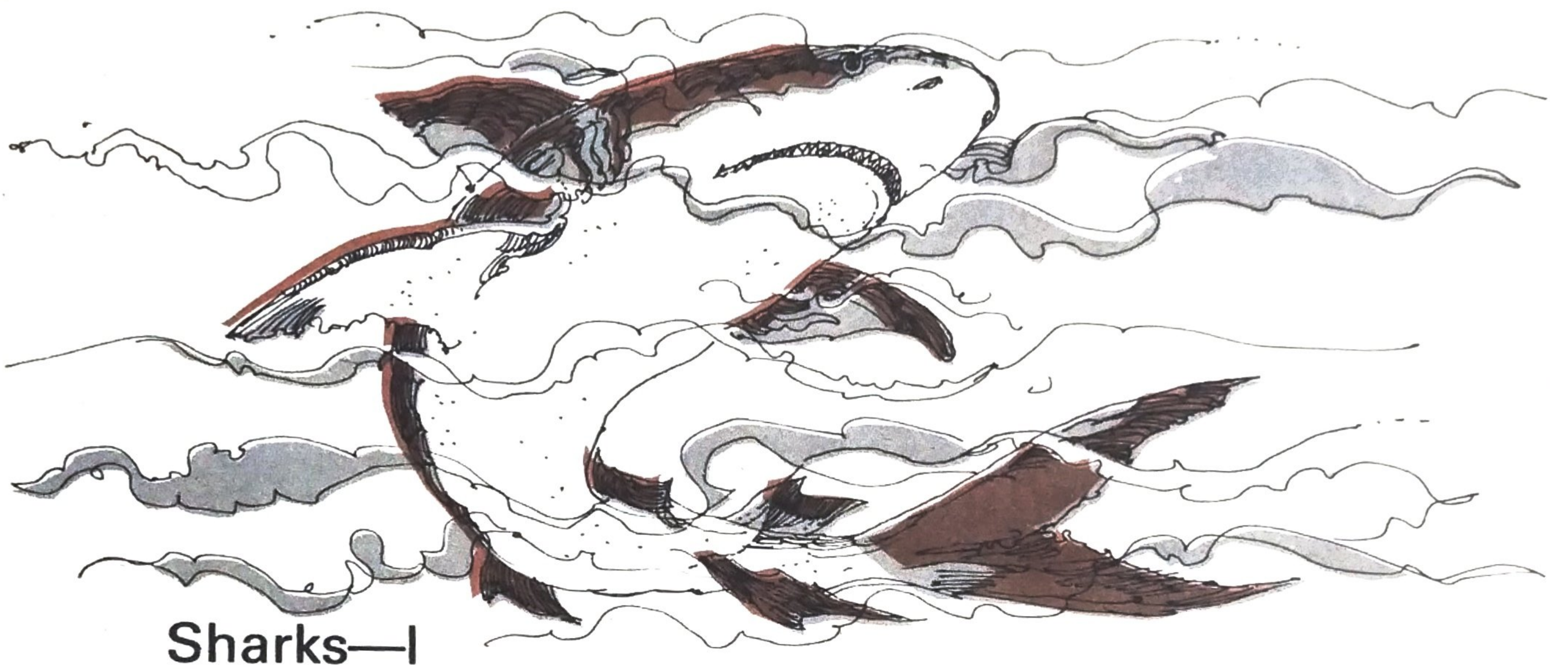
Underline the interjections in the following.

1. Whew! That was a good run!
2. Alas! We have lost the battle!
3. Ugh! What a smelly drain!
4. Hurrah! We have won the match!

Make a list of all the interjections that you can think of. Remember to use the exclamation mark after the word.

Make lists of the nouns, pronouns and adjectives in the following passage.

One day Merlin the Wizard came out of the deep green valleys of Wales and passed along the stoneway to London. He was a famous man and no one dared to attack him on the way. When he got to London he spoke to the bishops and they called a meeting in the great Abbey Church. Suddenly everyone in the Church started to murmur because there appeared outside the Church a great stone; on the stone was an anvil and in the anvil was a shining sword.



Sharks—I

A small, dark triangle can be seen in the water. It seems to be slicing through the water, travelling along the surface at great speed. The people standing along the beach have been warned to stay out of the sea. A helicopter hovers over the clear, blue water. The pilot waves to a man sitting high up in a wooden tower on the beach. The man in the tower waves back and the helicopter dips towards the sea, turns and flies away along the coast.

A few minutes before the man in the tower has received a message on his radio. The message says, 'Clear the water; sharks are heading towards you from the north.' The man quickly raises a flag above the tower. The flag's message is clear to everyone on the beach. The man then picks up a megaphone and asks the people swimming to come out immediately. Everyone quickly scampers out of the water. There are shouts; mothers and fathers pull their young children out of the water. The people line the beach looking out to sea. Everyone begins to talk excitedly and some point to a distant spot in the sea. The people in the crowd finally spot the dark triangular fin on the surface of the water. The shark has arrived; it is one of the most dangerous—a Mako Shark.

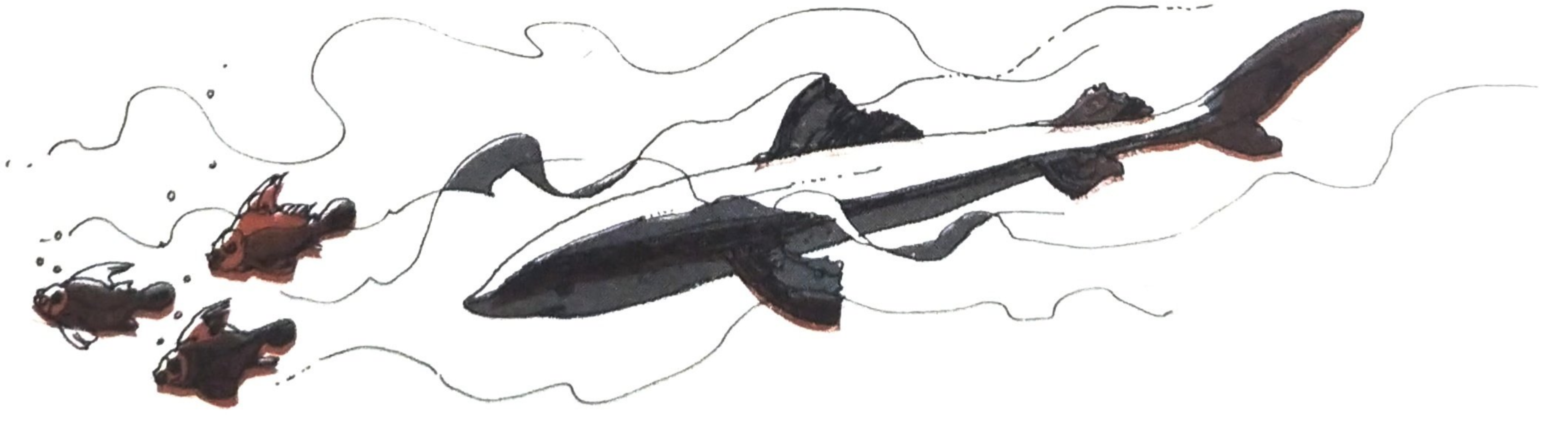
When the shark has gone the man in the tower takes down the flag. He is a lifeguard and it is his job to look after the swimmers in the sea. He cannot do much if a swimmer is still in the sea when there is a shark nearby.

Sharks are the biggest and most frightening-looking of all fish in the sea. There are many kinds of sharks, nearly 300 different varieties, but only a few of them are very dangerous. Sharks live in every ocean and sea in the world. Some sharks live in rivers and lakes too. Sharks are usually found in warm waters.

On some coasts the waters are warm and people enjoy swimming in the sea. Sharks can be a great danger in such places. Sharks have a very good sense of smell. They can smell a drop of blood in the water from half a kilometre away. So, a person with a small cut can attract a shark very easily. Sharks can smell, taste, see, hear and touch but most often they use smell to search for their food. Their hearing, too, is well developed but their sight is not so sharp.

Sharks come in all shapes and sizes. Some, like the Spiny Dogfish, are only one foot long; but others such as the Great White Shark and the Whale Shark are much bigger. The Whale Shark is usually 60 feet (18 metres) long and the Basking Shark is 45 feet (14 metres) long. Both these huge sharks do not eat meat and are not dangerous. Some sharks are like snakes; others have flat heads. There are some sharks which have sharp noses like saws.

A large shark can weigh more than seven tonnes! The large sharks have jaws that are extremely powerful; they are large enough for a man to crawl through.



Exercise A

Answer the following questions.

1. What is the dark triangle that people on the beach see?
2. What work does the man in the tower do?
3. What does the flag tell the people in the water?
4. What kind of shark is the Mako shark?
5. How many different kinds of shark are there?
6. Where do sharks live?
7. Do sharks have a good sense of smell?
8. What is the size of a Spiny Dogfish?
9. What kind of fish is a Spiny Dogfish?
10. How large are the jaws of a big shark?

In the passage you will find five verbs which describe the senses of a shark. These are smell, taste, see, hear, and touch. Write the five words in your exercise book and see how many other words you can think of which are connected to these words.

e.g. touch: rough, smooth, feel, soft, etc.

Look at these sentences:

The people point to a spot on the sea.
The people spot a shark.

The word spot is used as a noun in the first sentence and as a verb in the second.

Below are some words that may be used as nouns or verbs. Use them in sentences of your own—once as a noun and once as a verb.

line, surface, water, sense, shape, taste, swim.

Exercise B

Do you remember what an abbreviation is? It's a short form of writing something. Usually only the important words have. their initial letters in the abbreviations. For example: Bachelor of Arts is not BOA but BA.

See if you can write abbreviations for the following.

M.Sc. Master of Science
MP Member of Parliament
School Leaving Certificate
Doctor of Medicine ✓
UK United Kingdom
PM Prime Minister
✓ South East

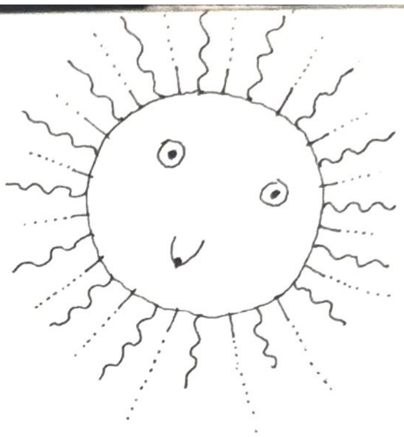
His/Her Majesty
Master of Arts MA
Kilometres per hour Km @ H.
Trade Union ✓
United States of America USA
Doctor of Philosophy ✓
Bachelor of Education ✓

Write the short form (contractions) for the following.

I'm 1. I am 2. have not 3. they have 4. we are Wea'e
Can't 5. cannot 6. they will 7. shall not 8. it is it's
✓ 9. they are 10. will not 11. I would 12. she will

Below are some words which have some connection with fighting. Look in a dictionary to find the meanings of the words you don't know. Write a paragraph or two about a dispute or fight that you may have had. Say how it started and how it happened.

fight, quarrel, dispute, disagreement, oppose, challenge, anger, shout, abuse, scuffle, argument, come to blows, insult, temper, enraged, unfriendly, raised voices.



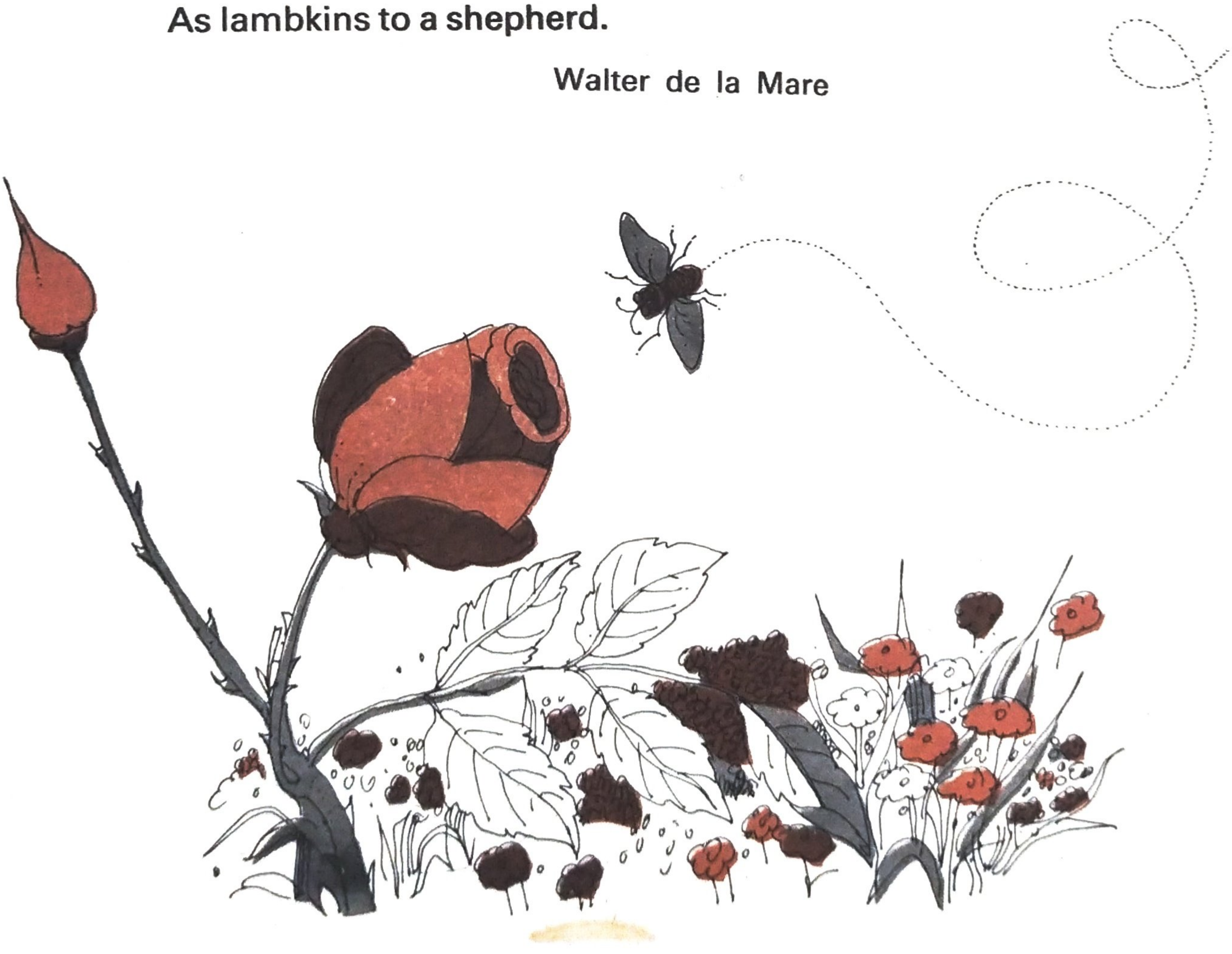
The Fly

How large unto the tiny fly
Must little things appear!—
A rosebud like a feather bed,
Its prickle like a spear;

A dewdrop like a looking-glass,
A hair like a golden wire;
The smallest grain of mustard-seed
As fierce as coals of fire;

A loaf of bread, a lofty hill;
A wasp, a cruel leopard;
And specks of salt as bright to see
As lambkins to a shepherd.

Walter de la Mare



Exercise

Read the poem on page 11.

The poem tells what things must look like to a fly. Many things that to us seem small are huge objects to a fly.

Look at the rhyming scheme of the poem. Do all the lines rhyme?

Look at the length of each line. Do you remember reading about syllables in Book 4? A syllable is a vowel sound. The word fly has one syllable; the word little has two syllables (lit/tle).

Can you count the syllables in each line of the poem? Is there a pattern that is followed for each verse?

Make a list of the little things that the fly sees. Beside each write what it is compared to by the poet.

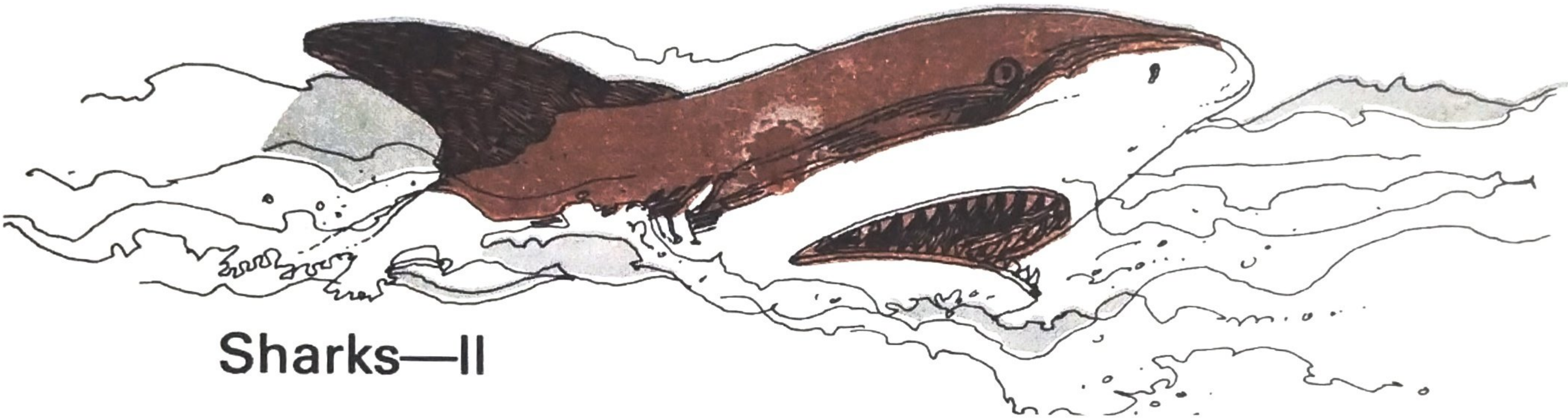
e.g. rosebud—feather bed.
When we compare things in English we use the words as ------- as, or like, e.g. as dry as a bone.

Here are some more well-known comparisons:

as fierce as a tiger, as cold as a stone, as changeable as the weather, as dead as a doornail, as cool as a cucumber, as firm as rock.

Can you match the idioms above with the descriptions below?

a person who is sure about what he thinks; a person who keeps calm; a person who acts fiercely; something which is definitely not alive; a person who shows no feelings or emotion; a person who changes moods easily.



Sharks—II

Some years ago a film called 'Jaws' was made in the USA. The film was based on a book by Peter Benchley, and it was about a dangerous shark. The jaws are indeed the most frightening part of a shark.

The shark has thousands of teeth which are usually in five rows along the jaws. When a shark loses a front tooth another tooth from the back moves forward to take its place. A shark can lose about 2000 teeth in the space of a few years. When a shark is hungry it may attack anything that comes in its way. It can easily crush a small boat, a life-raft or even a person.

The shark has a streamlined body. This means that the shape of its body enables it to swim easily through the water. It has two tail fins which are very powerful. They push it along through the water. Its strong dorsal fin (the one on the back) steadies it while it swims. The two large ventral fins (on the stomach) help the shark to balance. These fins are held spread out like wings. Sharks usually swim at a speed of 4 to 8 km per hour. The Mako Shark can swim at a speed of 64 km per hour.

Surprisingly, the shark does not have a single bone in its body. The whole skeleton is made of cartilage—the hard substance that humans have in their ears. The shark's body is not covered in scales like other fish. It has a very rough skin like sandpaper.

The shark never ever stops moving through the water. Even when it is dozing it keeps on moving. This is because the shark cannot breathe if it stays still. The shark does not breathe like other fish—it keeps its mouth open and as it moves the water travels over its gills through which it breathes.

A strange thing about the shark is that it does not seem to feel pain when it is excited. If a shark is attacking another fish or a boat and it becomes injured, it goes on eating as if nothing has happened to it. The injury to the shark may be so great that its insides roll out. Sometimes it will eat its own insides trailing out of its body.

Not all sharks are man-eaters. Only a few kinds of shark normally attack people. The best known of these are the Tiger Shark, the Great White Shark, the White Tip Shark and the Mako Shark. They hunt and eat a variety of things, including people swimming in the sea. Some sharks eat other sharks. If a shark finds a dead creature in the sea, it will eat that too. This helps to keep the oceans and seas clean. Some sharks, like the Basking Shark and the Whale Shark, do not hunt for meat but feed mainly on plankton. Plankton consists of tiny plants and sea creatures that float in great masses in the sea.

Because the shark is so powerful some other fish swim beside it for protection. There is a fish called the Pilot Fish which always swims through the water close to a shark. Scientists used to think that these small fish led the sharks to their food. Now we know that sharks can easily find their own food. The Pilot Fish know that they will not be attacked if they are close to a shark.

Exercise A

Answer the following questions.

1. What is the most frightening thing about a shark?
2. How many teeth does a shark have?
3. What happens when a shark loses its teeth?
4. How do you think a shark might lose a tooth?
5. How many ventral fins has a shark?
6. What is cartilage?
7. How fast do sharks normally swim?
8. What is plankton?
9. Why do Pilot Fish swim with sharks?
10. Do all sharks eat meat?

Copy and complete the following. You will find the correct words in the passage.

1. The shark's . . . body helps it to swim easily through the water.
2. The fins on the stomach of a shark are called . . . fins.
3. Sometimes a shark will eat its own insides . . . out of its body.
4. Small fish swim beside the shark for . . .
5. Only a few kinds of shark . . . attack people.

Draw a picture of a shark in your exercise book. Write a paragraph about it.
Here are some questions to help you:

What does a shark look like? Where do sharks live?
What do they eat? Are sharks strong or weak?

Exercise B

Make lists of verbs and adverbs in the following passage.

When they came out of the church they gazed wonderingly at the sword. Round the stone they found these beautifully written letters of gold.

WHO PULLS OUT THIS SWORD FROM THIS STONE WILL BE KING OF ALL BRITAIN.

All the men tried hard to pull out the sword but no one could move it at all.

Make lists of conjunctions, prepositions and interjections in the following.

No one could pull the sword out, so the bishops sent men all over the kingdom.

'Listen!, they cried, 'Whoever pulls out the sword will be the King of England.'

Arthur's brother had forgotten his sword and asked Arthur to go home and bring it. The house was locked, but on the way back Arthur took the sword from the anvil outside the church. Arthur's brother saw it. 'Heavens!' he cried. 'This is the sword from the stone!' and he took it to his father.

Copy the following passage, adding articles where necessary.

Sir Ector, . . . father of . . . Kaye and . . . Arthur, asked Kaye where he got . . . sword and . . . Kaye told him. 'Where did you get . . . sword?' Sir Ector asked . . . Arthur. Arthur said, 'I got it from . . . stone.'

'Then put it back into . . . anvil,' said Sir Ector, 'and take it out again.'

When Arthur put . . . sword back into . . . anvil no one could take it out again. Arthur drew . . . sword out easily.

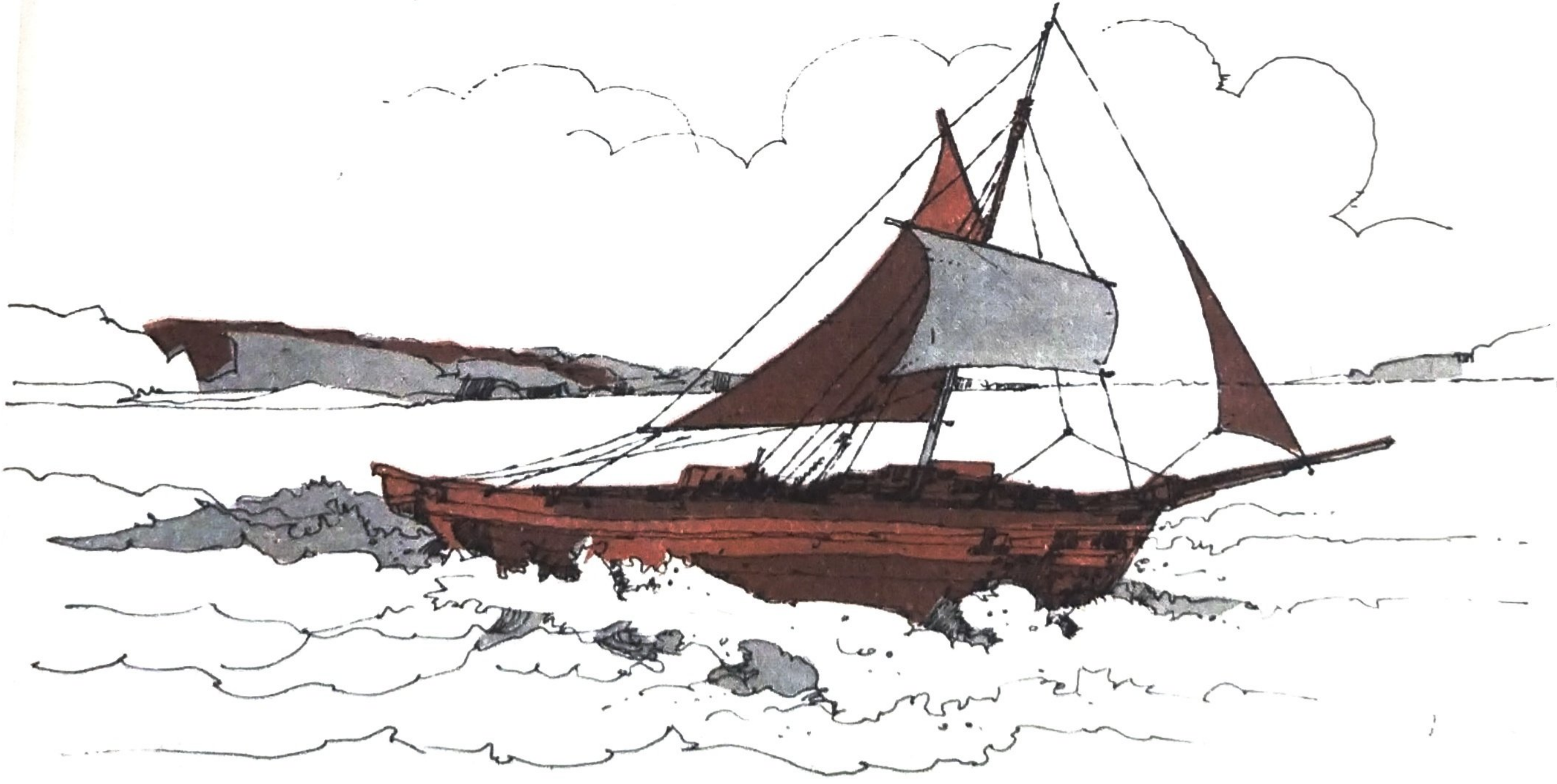
Sir Ector knelt before his son and said, 'Now I know that you are . . . King of . . . whole of . . . England.'

Robinson Crusoe—I

Robinson Crusoe is the name of a famous book which was written by Daniel Defoe. Daniel Defoe was born in 1660. His father was a butcher, and Daniel Defoe worked at a number of trades before he started to write, at the age of forty. He wrote poems and occasionally wrote criticisms of the Government. Sometimes he was sent to prison. When he was nearly sixty he wrote the story of Robinson Crusoe. It was a great success and although it was not written for children it has been popular with children ever since. It is the first great English novel.

Robinson Crusoe was born in 1632. His father gave him a little education but Robinson wanted to be a sailor. After some years at sea he set sail on a small ship going to Africa. The ship carried a cargo of beads and shells, looking-glasses, knives, scissors and so on which were going to be sold to people in Africa. Let Robinson Crusoe continue with the story:

We started off on our voyage in good weather, although it was very hot. After about twelve days, however, a



violent tornado came from the north. The waves rose high, the skies were black and the wind howled through the sails. Two members of the crew were washed overboard, and after a day or two the ship began to leak. We changed our course and drove out of the hurricane but the next day a second terrible storm attacked us. We could see the shore of some unknown land but the sea was very rough, the rain dashed down and we were afraid to approach close to the land. Our only hope was to clamber into a small boat and try to row to the shore. Four of us managed to get the boat into the sea and we jumped into it. We rowed with all our might but the waves were like mountains. We struggled on, but at last a gigantic wave greater than all the others hurled our little boat into the air and it sank beneath us.

Exercise A

Answer the following questions.

1. How many years ago was Robinson Crusoe born?
2. Was Daniel Defoe born before or after Robinson Crusoe?
3. Why were the sailors afraid to approach land?
4. How many people got into the boat?
5. Why did the boat sink?
6. What kind of work did Daniel Defoe's father do?
7. Why was Daniel Defoe sent to prison?
8. How many great English novels were there before *Robinson Crusoe*?
9. Where was Robinson Crusoe's ship going?
10. What is the difference between a hurricane and a tornado?

Match the following.

A	B
Robinson Crusoe was born	attacked the ship.
Daniel Defoe was born	was a great success.
Robinson Crusoe was written	was not written for children.
A terrible storm	was to try to row ashore.
Robinson Crusoe	at the shore of some unknown land.
The story of Robinson Crusoe	in about 1720.
The ship arrived	after Robinson Crusoe.
Our only hope	before Daniel Defoe.

Use the following phrases in sentences of your own.

a famous book, in good weather, members of the crew, close to the land, like mountains, a great success, popular with children, a violent tornado.

Exercise B

Do you remember what you have learnt about subject object and predicate? Underline the subjects in the following sentences.

1. The boy climbed the mountain.
2. The beautiful girl sang for half an hour.
3. The man in the jeep had a fine cap on his head.
4. A bird in a tree nearby thought it was a nest.
5. It flew down and pecked at the hat.

Pick out the objects in the following sentences.

1. The boy kicked the football.
2. The man saw a ghost.
3. The girl played cricket.
4. Fourteen girls sang the national anthem.

Pick out the predicates in the following sentences.

1. The bird sang sweetly in the trees.
2. The old man sat under the trees.
3. He listened to the singing of the birds with great joy.
4. He slowly closed his tired eyes.
5. He went to sleep with his head on a stone.

Do you remember any proverbs? Here are some more:

1. A bad workman always blames his tools.
2. Barking dogs seldom bite.
3. Cross the stream where it is shallowest.
4. Don't put all your eggs in one basket.

Here are the meanings of the proverbs above. Match them correctly.

a. Find the simplest way of doing something.
b. It is too risky to concentrate all your hopes, money, etc., on only one thing.
c. People who often shout and lose their temper are not to be feared for they are usually harmless.
d. One tries to cover up ones own mistakes by blaming the tools.

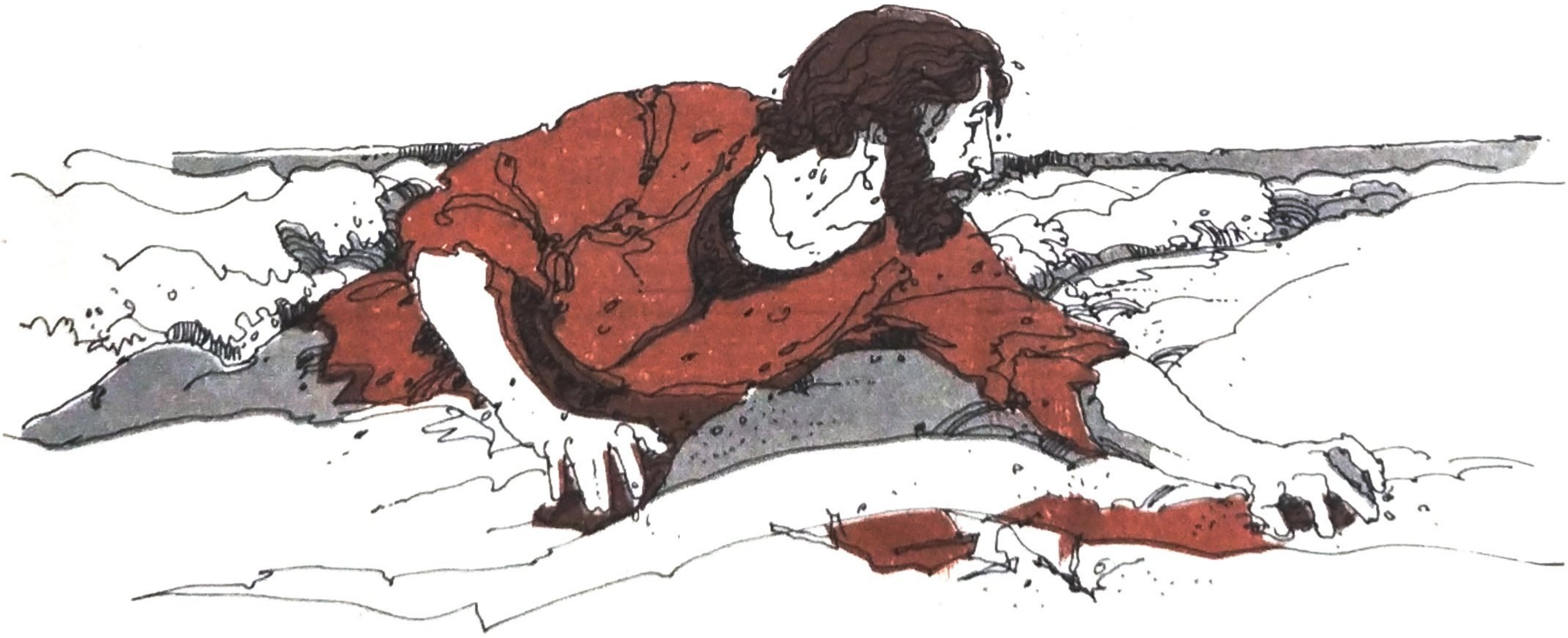
Robinson Crusoe—II

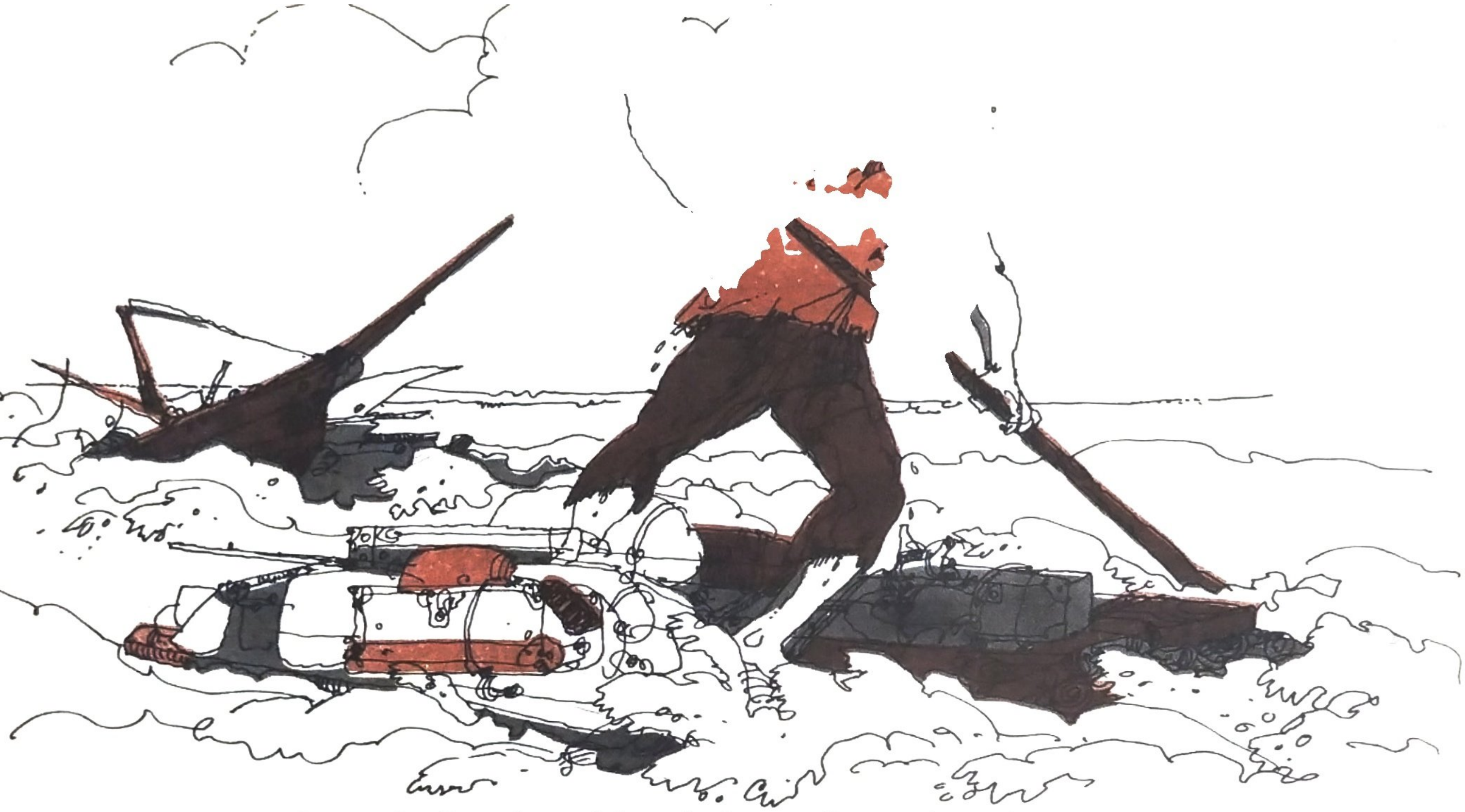
I'm a good sailor and for an hour and a half I battled in that stormy sea. As I caught sight of the coast a huge wave would lift me up and carry me out to the sea again. Again and again I tried to reach the shore; again and again I was thrown away by the raging seas. At last I was hurled towards the shore and fell down exhausted on the sand.

The night was dark without a star in the sky and I knew that lying on the sand would be dangerous. I crawled away from the sea as fast as I could and at last came to some bushes and trees. I didn't know what wild animals there would be in the forest so I climbed up one of the trees and made myself comfortable between two great branches. There I slept the night as well as I could.

In the morning I looked out across the sea and there was our ship. I came down the tree and not far away there was a stream where I drank some of the cool fresh water. There I lay down and slept again. The sun was high in the sky when I woke up. Our ship was still visible a quarter of a mile away from the shore. I resolved to go out to it and to try and bring back some stores and other things which would be useful to me on the island.

I had no boat but I could swim, and I plunged into the





sea and made for the ship. At last after a hard swim I managed to reach it. I circled round the vessel and at last discovered a rope hanging over the side. With great difficulty I pulled myself up the rope and reached the deck. The storm had damaged everything. There were broken masts and torn sails and pieces of rope all over the ship. I went down into the cabins and found an axe. On deck again, I cut the masts and ropes and at last made myself a small raft. Again with great difficulty I managed to get this raft into the sea and tie it to the vessel with a rope. I found some of the seamen's boxes on board and filled them with stores—bread, rice, cheese and some wine. I also found some clothes and in the captain's cabin two guns, a pair of pistols and some powder and shot. All these I piled on to the raft and having found a broken oar I cast off from the vessel and started for the shore. Luckily the sea was calm but as I got near the shore a little wind came up from the west and I thought that I should lose all my stores. At last, however, I reached the sand and carried the things up on to dry land.

Exercise A

Answer the following questions.

1. Why was lying on the sand dangerous?
2. What did Robinson Crusoe discover hanging over the ship?
3. What damage had the storm done?
4. What did Robinson Crusoe put into the seamen's boxes?
5. What made it difficult for Robinson Crusoe to reach the shore?
6. Why did Robinson Crusoe climb up into the tree?
7. Where did Robinson Crusoe get his drinking water from?
8. What useful things did Robinson Crusoe find in the captain's cabin?
9. How far was the ship from the shore?
10. How did Robinson Crusoe get out to the ship again?

Put these in the correct order.

1. I filled the seamen's boxes with stores.
2. I decided to go and bring back some stores from the ship.
3. I caught sight of the coast over the waves.
4. I climbed up into the trees.
5. I piled all these things on the raft.
6. I drank fresh water from a stream.
7. I made myself a small raft.
8. After a few steps I fell down on the sand.
9. I went to sleep again.
10. I pulled myself on to the deck by a piece of rope.

Use these phrases in sentences of your own.

cool and fresh, high in the sky, an hour and a half, on to dry land, as fast as I could, between the great branches, made myself comfortable, useful to me.

Exercise B

See if you can complete the following:

quickly	more quickly	most quickly
fortunately	____________	____________
hastily	____________	____________
pleasantly	____________	____________

Now try these different ones:

hard	____________	____________
high	____________	____________
early	____________	____________

The adverbs below are called irregular. They do not follow the rules above. Read them and write them in your exercise book.

well	better	best
badly	worse	worst
late	later	latest/last
little	less	least
much	more	most
far	farther	farthest (use with distances)

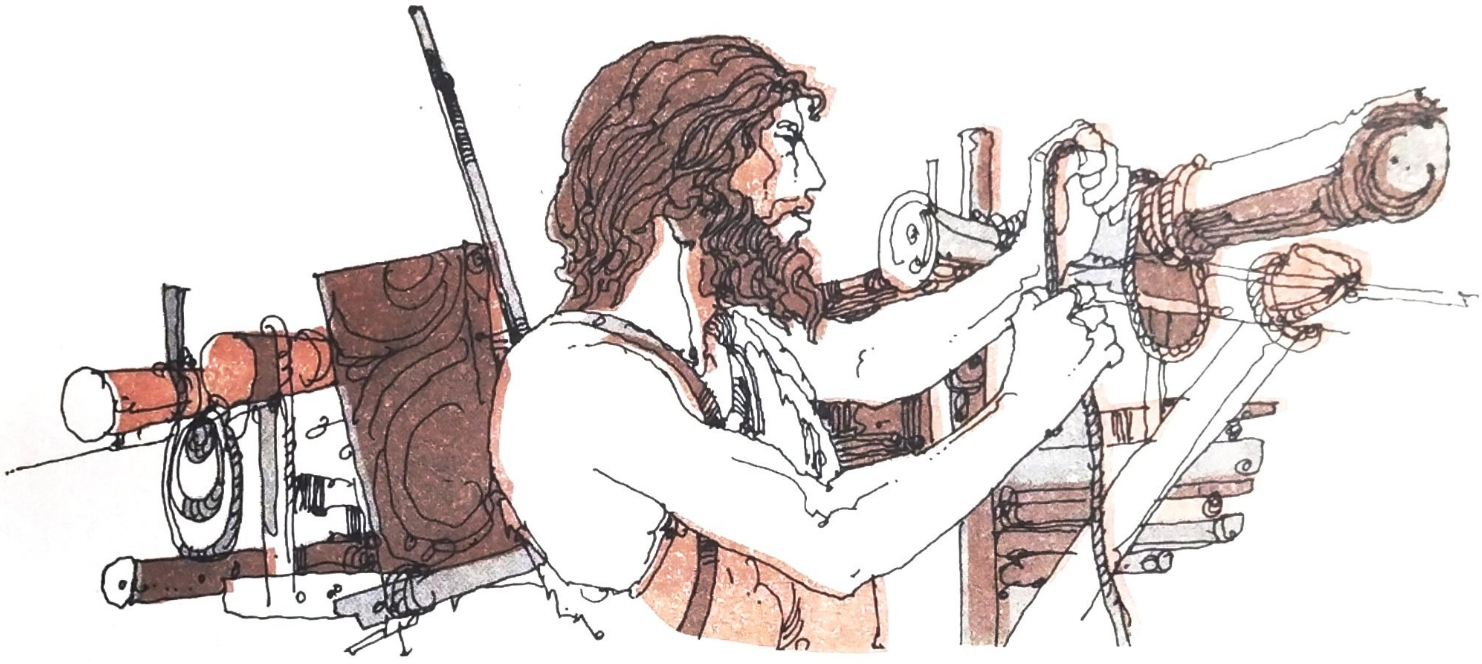
Look at the way adverbs are used in the sentences below. They are put in place in a sentence according to some rules.

He read Urdu beautifully.
He walked slowly.

He ate his rice quickly.
He danced wildly.

Put adverbs in the spaces below.

He drove _ _ _ _ _ _
She made a cake _ _ _ _ _ _
He speaks English _ _ _ _ _ _



Robinson Crusoe—III

The next morning I walked along the shore until I came to a little hill. When I had climbed the hill I could look round to quite a distance and I discovered that I was on an island. I had no boat! I was a prisoner on the island, without a friend in the world. There was no one living on the island but wild beasts.

The next day I went back across the sea and brought more stores from the ship. Every day I toiled. I brought tools and wood and rope and nails; sails and clothes; guns and ammunition; and sugar and flour and bread. In one of the wooden boxes I found gold and silver coins. I had the coins in my hand, and the sunshine made them sparkle.

'What use are you to me?' I asked. 'Everyone in the world desires you but me!'

When I got back to my island I noticed that the sky was black. Great clouds rolled up from the west, the rain poured down and as I looked out to the sea I saw the ship rise in the sea and then sink beneath a huge wave.

During the next few months I busied myself in making a house with a strong stockade round it. I used one of the sails from the ship for the roof. I cut down tree trunks and carried them to the house, and slowly built a strong stockade to keep out wild animals.

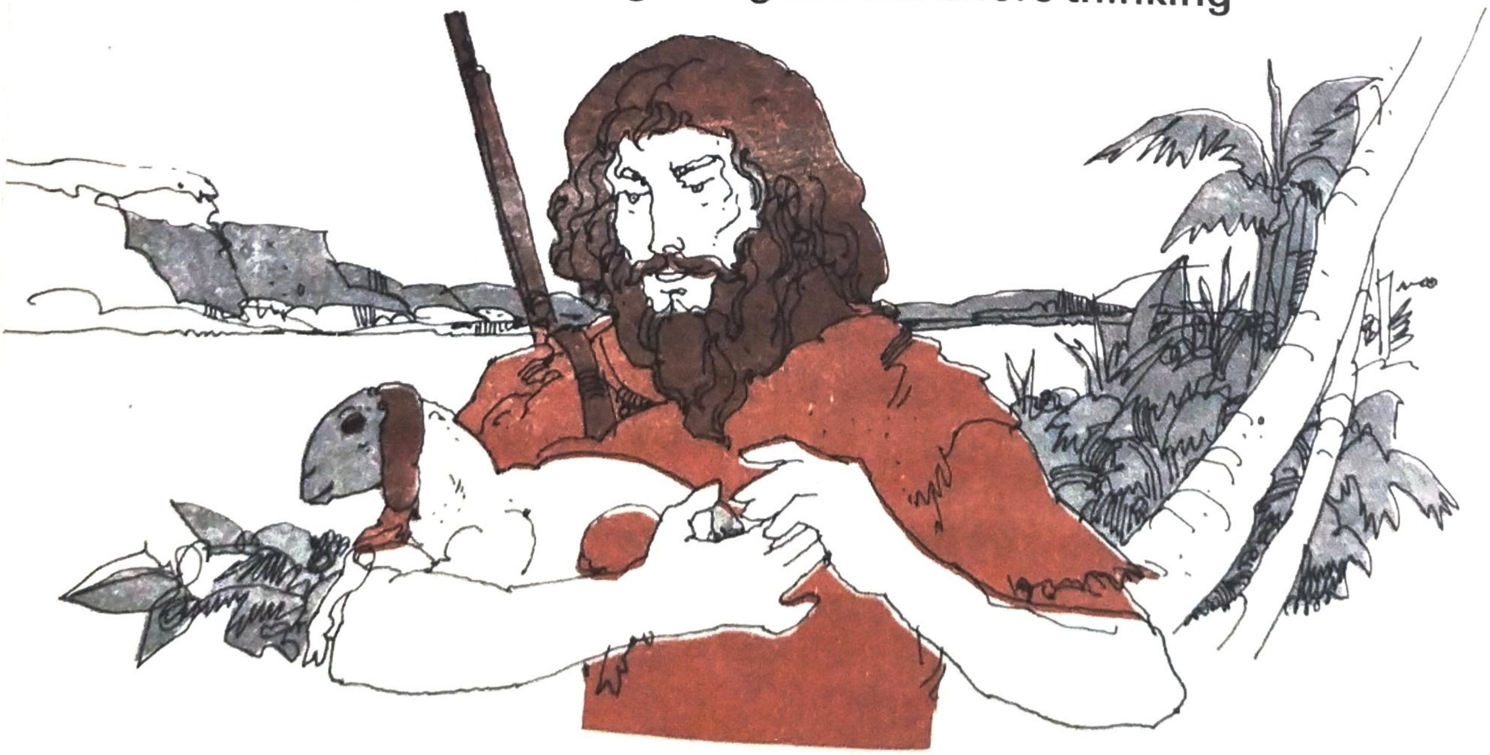
The months passed in hard work, and one day I set out to explore the whole island. The journey took me three days, and when I got to the other side of the island I found there a delightful valley. There were wild grapes and wild limes, and I collected a quantity of these fruits and took them back to my house.

One day when I was walking in the forest not far from my house I found some wild goats. I was just about to shoot one when I saw at my feet a baby goat. I picked it up and carried it home with me. In a few days it became quite tame, and after that it never left my side.

After I had been on the island a year or two I decided to make a small boat. I chose the wood carefully, and cut and worked the timber for many months. At last the boat was ready; I had made a sail from some of the canvas I had brought on shore from the ship, and with a good wind the boat sailed well.

I taught myself how to make pots out of mud, and how to make them hard and durable by burning them. I grew some corn and rice, and also some wheat, and I taught myself to make bread. My life on the island was a happy one: I had a good house, plenty to eat and plenty of work to do.

One day I was walking along the sea-shore thinking



about my home across the seas, when I suddenly looked down.

There, on the sand in front of me, was a clear footprint: it was not mine, but the footprint of another man.

Exercise A

Answer the following questions.

1. When did Robinson Crusoe decide to make a small boat?
2. What did Robinson Crusoe see on the sand one day?
3. Why was Robinson Crusoe a prisoner on the island?
4. What was the most important thing that Robinson Crusoe brought from the ship?
5. Why did Robinson Crusoe cut down tree trunks?
6. What did Robinson Crusoe find on the other side of the island?
7. Why did Robinson Crusoe burn the pots?
8. How do you think Robinson Crusoe learnt to make bread without a teacher?
9. How did Robinson Crusoe discover he lived on an island?
10. Why did Robinson Crusoe not want the gold coins?

Complete the following in your own words; each sentence should not be about Robinson Crusoe on the island, but about something quite different.

1. Every day I brought . . .
2. One day I set out to explore . . .
3. I collected a quantity . . .
4. I picked up the . . .
5. I grew a number of crops because . . .
6. One day I was walking in the forest . . .
7. There was no one living . . .
8. I discovered that . . .
9. Suddenly I saw the ship . . .
10. Many months passed before . . .

Use these phrases in sentences of your own.

without a friend, taught himself, plenty to eat, on the sand, home with me, from some of the, a happy one, in the world.

Exercise B

Put adverbs in the sentences below; either after the verb or after the object.

He danced. He drove the jeep. He baked a cake.
He slept. He went back. She made a new dress.
She sang. He carved a statue.

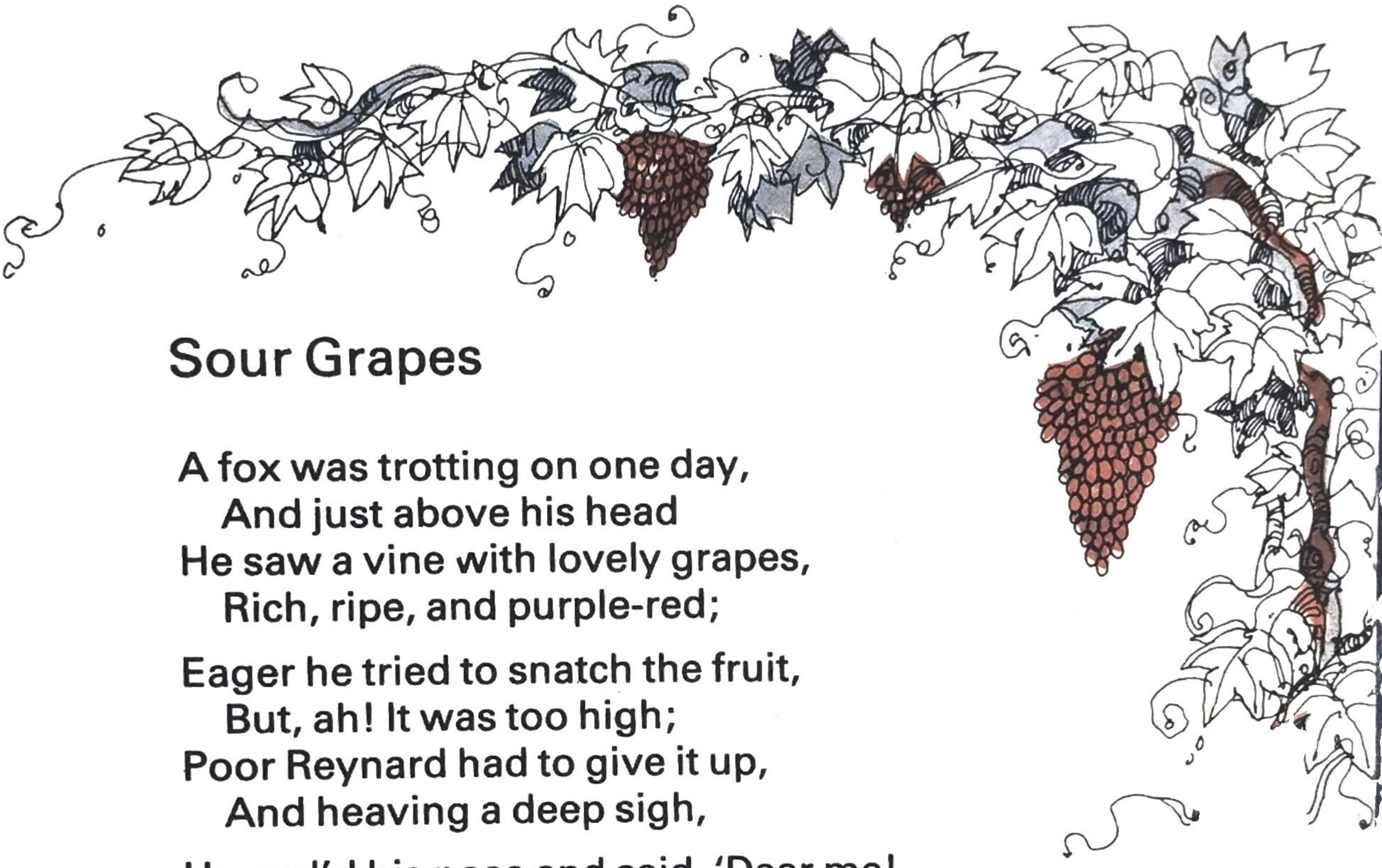
Change the following into indirect speech; use asked.

1. 'Are you going to school today?' my mother asked.
2. 'Where are your books?' she said.
3. 'Have you had your breakfast?' she continued.
4. 'Have you tidied your room?' she asked.
5. Then she asked, 'Have you watered the garden?'
6. I asked her, 'Have you got any more questions?'

Change the following into direct speech. Don't forget the inverted commas.

1. She asked me if I was going to Madras.
2. I told her I was not.
3. Then she asked me if I was going to the forest.
4. I told her I was not going to the forest either.
5. She asked me where I was going.
6. I told her I was staying at home.

Anil has just returned from a trip to the zoo. He meets his friend Rajesh and they begin to talk about the zoo. Write a short conversation that the two boys have. You may use direct speech or indirect speech or both. Don't forget the inverted commas and other punctuation marks.



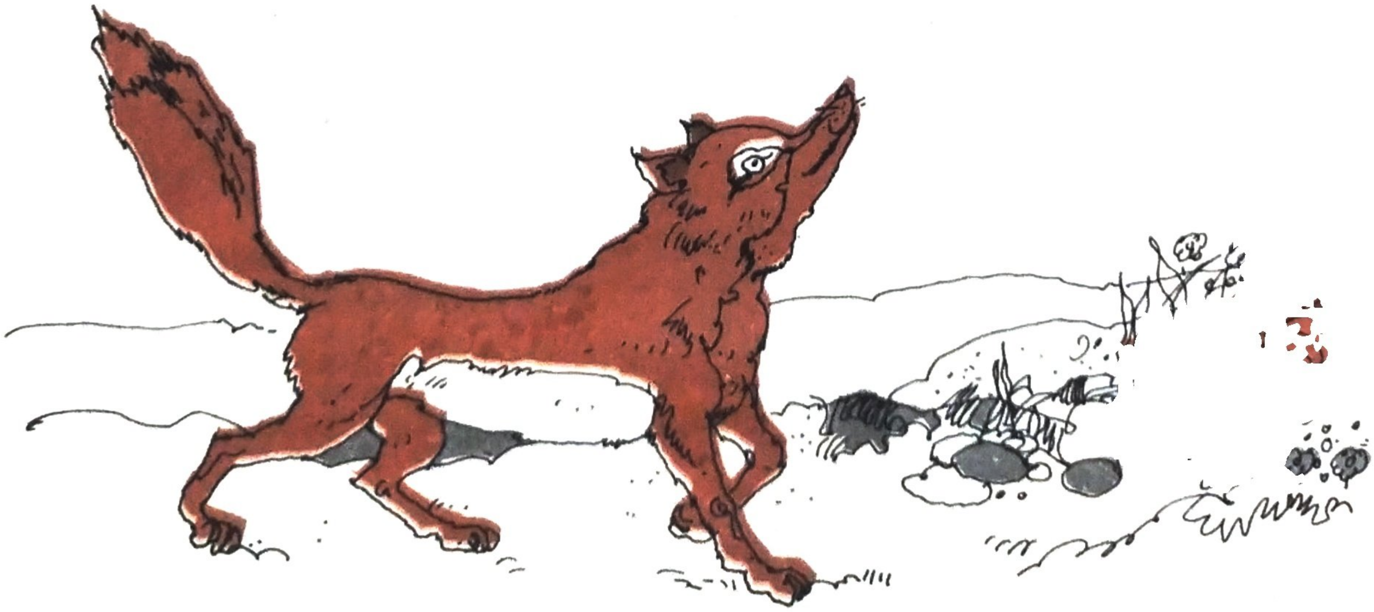
Sour Grapes

A fox was trotting on one day,
And just above his head
He saw a vine with lovely grapes,
Rich, ripe, and purple-red;

Eager he tried to snatch the fruit,
But, ah! It was too high;
Poor Reynard had to give it up,
And heaving a deep sigh,

He curl'd his nose and said, 'Dear me!
I would not waste an hour
Upon such mean and common fruit—
I'm sure those grapes are sour!'

'Tis thus we often wish thro' life
When seeking wealth and pow'r;
And when we fail, say, like the fox,
'We're sure the grapes are sour!'



Exercise

The poem on page 29 is based on a fable by Aesop. Read it a few times and then try to answer the following questions:

1. Did the fox really want the grapes?
2. What was so attractive about the grapes?
3. Why did the fox curl his nose?
4. What is the moral (lesson) that the poem teaches us?

In your own words write the story of the fox and the grapes.

In order to keep the lines to a certain length the poet has used certain words instead of others. In the first line, for example, the poet says that the fox was trotting on; he does not use the word along. The word on has only one syllable whereas along has two. This is why the poet has also used an apostrophe instead of a vowel in the words curl'd, 'tis, and pow'r.

Can you write the following in full?

he'll
you'll
they're
they've
they'd
hasn't
doesn't
mightn't
who'd
who's
that'll
I'd
thro'
pow'r
'tis

Collecting Things—I

Have you ever thought about making a collection of something? Collecting has always been a pleasant pastime for millions of children all over the world. Many different things can be made into collections. The world is so full of interesting things that quite often children, and adults too, become interested in collecting.

What kind of things do people collect? The answer to this is 'anything and everything'; there is no rule that says a particular kind of object must not be collected. Stamps, seashells, butterflies, hats, feathers, leaves, stones, cigarette packets, matchbox covers, antiques, plates, costumes, dolls, and a thousand and one other things are collected by people in every corner of the world.

Some people, especially children, begin a collection as a hobby; it is an enjoyable way to spend a rainy afternoon or some free time. Quite often what starts off as a hobby or pastime develops into a more serious study or even a profession. For example, a child who is interested in stamps may, in adult life, want to work with stamps. A child who is interested in collecting old coins may, later on, become interested in history and archaeology; a child who starts collecting flowers may become a botanist.

How does a person start a collection? This is not such an easy question as it seems. First of all you have to decide what you are going to collect. This may be an easy decision to make or it may not be easy. You will, of course, be influenced by a number of things. In the end, you will want to collect something that you are interested in. Your decision will depend on whether the things you wish to collect are available near you. For example, it is no use collecting seashells if you live miles away from the sea, seldom visit the seaside, and know no one living near the sea who might send you seashells. It is no use collecting flowers if you seldom visit a garden or the countryside, and you live in a block of flats.

One of the reasons why stamp collecting is so popular is because stamps are easily obtained. Most people have some friends in distant places who write letters to them. Quite often children become interested in writing to a pen-friend, a person whom they have never met and who lives in a foreign country. When an envelope with a colourful stamp on it arrives at your house you might say, 'What a lovely stamp! It's a pity to throw it away.' That stamp then becomes the first one in your collection. It is the start of a new and interesting hobby.

There are many ways of keeping a collection. The way you keep the collection depends on what you are collecting. Stamps may be put into an album; stones or bottles will have to be kept in cabinets or in boxes. In the next passage you will read about how to start a collection of flowers.

Exercise A

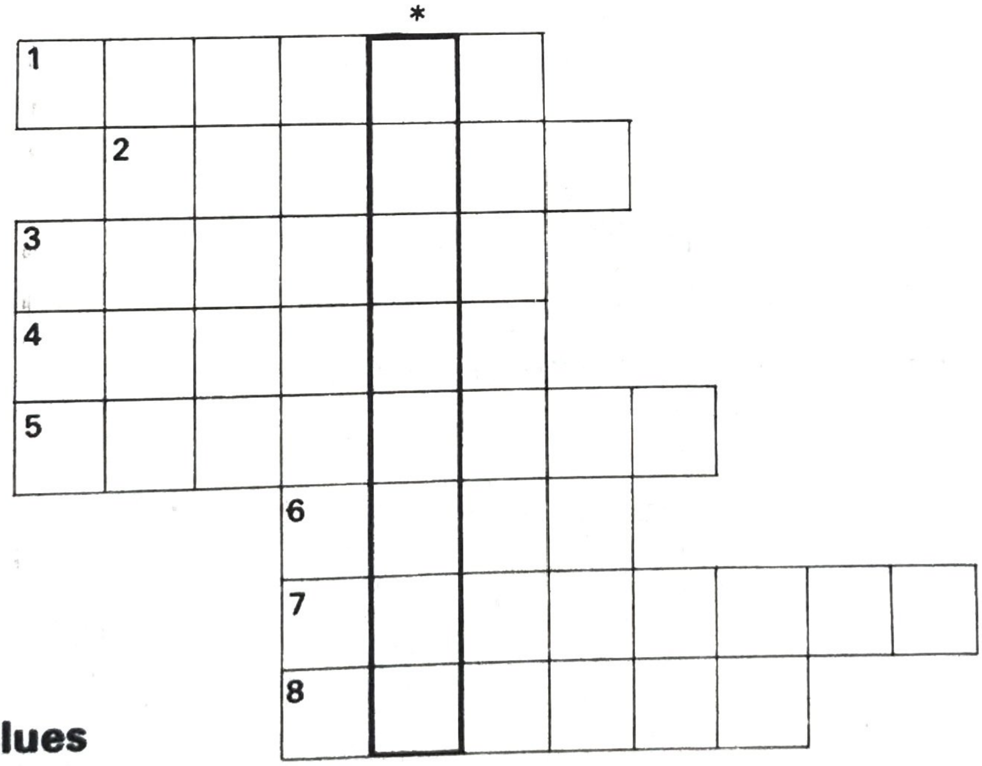
Answer the following questions.

1. Have you ever thought about collecting something?
2. What kind of things do people collect?
3. How do people begin a collection?
4. Why is stamp collecting so popular?
5. How would you keep a collection of stamps?

Use these words in sentences of your own.

particular, pastime, influenced, available, obtained, depends, keeping, collecting.

Here is a crossword puzzle. All the words can be found in the list of 'collections' on page 31.



Clues

1. grow on trees.
3. eaten off.
5. soft and ticklish.
7. old and ancient.

2. found on sandy beaches.
4. sticky backs.
6. keep the sun off.
8. very hard.

* too difficult to collect!

Exercise B

Do you remember the difference between transitive and intransitive? These little rules will remind you of what you have learnt.

1. Transitive verbs have an object.
2. Intransitive verbs do not have an object.
3. Many verbs can be both transitive and intransitive.

Examples of transitive verbs:

1. The boy played football.
   football is the object of played.
2. The girl painted a picture.
   picture is the object of painted.

Examples of intransitive verbs:

1. The boy fell over.
2. The girl cried.

Examples of verbs used as transitive or intransitive verbs:

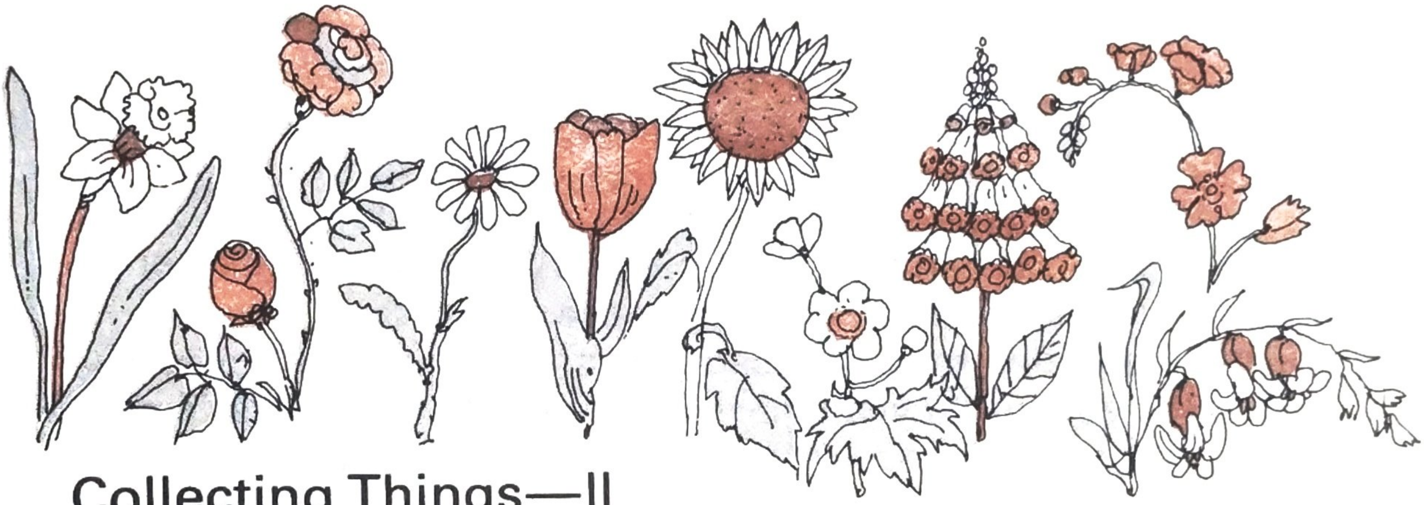
1. The boy played football. (transitive)
   The boy played. (intransitive)
2. The girl painted a picture. (transitive)
   The girl painted. (intransitive)

All the verbs in the following are underlined. Make a list of those which are transitive.

Once upon a time there was a boy. He lived in a huge forest. His house was very small and his mother and father lived there too. One day he walked down the path. Suddenly he saw a tiny snail. He picked up the snail and took it home. When he got home he showed the snail to his mother.

Here are three well-known proverbs. Try to write in your own words what each one means.

1. Waste not, want not.
2. One good turn deserves another.
3. Two heads are better than one.



Collecting Things—II

Flowers

Here is a short list of flowers; how many have you heard of? How many have you seen? How many have you smelt?

Rose, jasmine, buttercup, daisy, sunflower, tulip, orchid, daffodil, honeysuckle, violet, bluebell, primrose, foxglove, lotus, canna, hibiscus, chrysanthemum, marigold, forget-me-not.

In order to make a proper study of flowers you must collect some. These flowers in your collection can be studied in detail. Here are some useful hints before you start your collection:

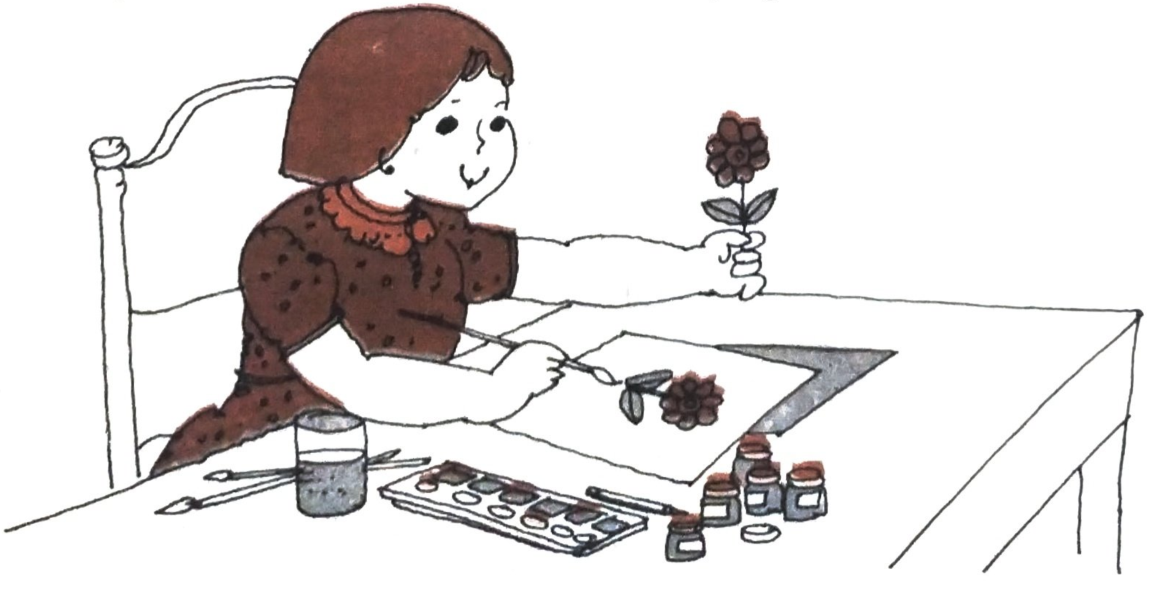
1. Some of the things you will need:
   - a. a notebook
   - b. a pencil
   - c. an album or record book (This can be made.)
   - d. two pieces of hardboard (approx. 25 cm × 20 cm)
   - e. blotting paper
   - f. a magnifying glass (useful but not essential)
2. Never pick more flowers than you need for study.
3. Practise drawing so that you can copy a leaf or a flower with accuracy and speed.

If you are good at drawing, you can make drawings of the flowers that you find; you can also make drawings of the plant and the type of leaves. In some cases, the leaves are small and one or two samples may be kept in your record book; the plants, however, are usually quite big and you will need an extremely big book in which to put them! A drawing of the plant is, therefore, sufficient.

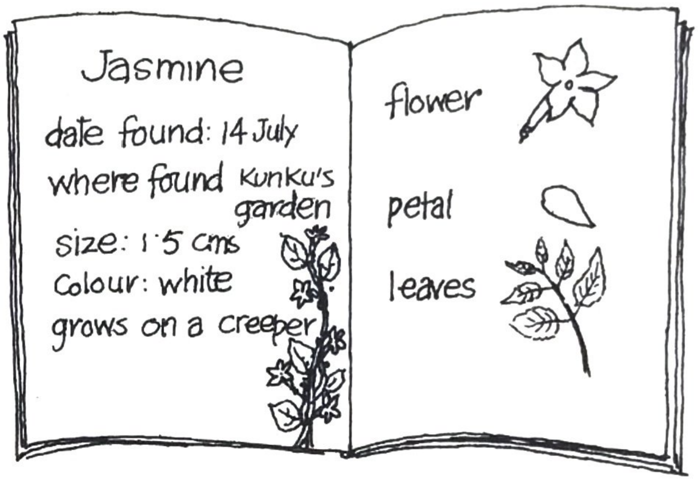
In addition to putting samples of flowers in your record book you will have to make notes about the flowers. You can record the name of the flower; when it was found; where it was found; its size; the colour of the leaves and stem of the plant; the colour and shape of the flowers, and any other detail you wish.

Preserving flowers and leaves is quite easy. When you have picked the sample you want and have brought it home, place it on a sheet of blotting paper. If you have no blotting paper, newspaper will do. Place the blotting paper on a sheet of hardboard. On top of the flower put another piece of blotting paper and another piece of hardboard. Put a few heavy books on this and leave it for a few days. If the flower or the leaves are juicy you may need to change the blotting paper. The flower will be ready to put into your album in about two weeks.

When the flower has been taken out of the press, place it on some clean paper. Fix it with tiny drops of glue or with strips of gummed paper. Paste the whole page in your album. Do not forget to write the name of the flower, and any other details about it on the page.



Here is a page from a flower record book:


Jasmine
date found: 14 July
where found Kunku's garden
size: 1·5 cms
Colour: white
grows on a creeper

flower
petal
leaves

Exercise A

Answer the following questions.

1. What are some of the things you will need in order to start a collection of flowers?
2. Why do you think one should not pick more flowers than one needs?
3. Why is a magnifying glass useful but not essential?
4. What are the details you could write in your record book?
5. Why do you think blotting paper is used in the flower press?

Look at the list of useful hints for flower collectors on page 35. Make a similar list for someone who would like to collect (a) stamps and (b) seashells.

Complete the following in your own words.

1. Never pick more flowers than . . .
2. If you are good at drawing . . .
3. Preserving flowers is . . .
4. If you have no paper . . .
5. When the flower has been pressed . . .
6. Flowers can be studied . . .
7. In your record book you can . . .
8. It is sufficient to . . .

Write out the list of flowers on page 35 in your exercise book. When you write the names put them in alphabetical order. Can you spell the names correctly?

Exercise B

Say whether the verbs in the sentences below are in the past, present, or future tense.

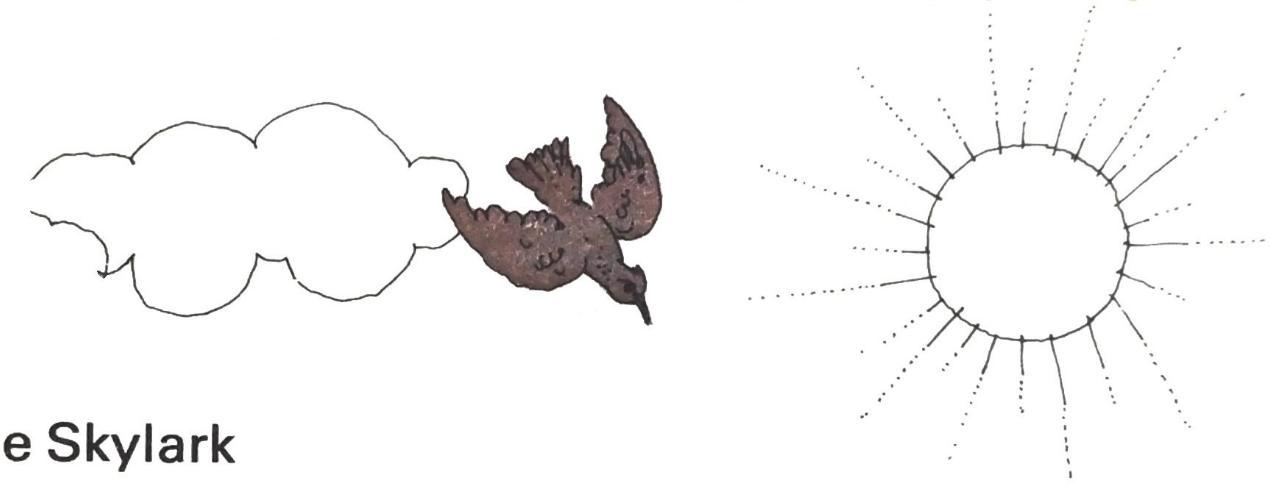
1. She went to the circus last week.
2. She usually goes to the circus when it comes here.
3. What is she doing now?
4. She's doing her washing.
5. Why? Because she didn't do it last week.
6. Will she come to the cinema with us?
7. She'll come if you ask her nicely.
8. I'll go and ask her tomorrow.
9. I'm doing my homework now.
10. I didn't do much work last night.
11. I'm going to work all the evening.
12. That's what I usually do.

Do you remember the difference between the general present and the present continuous tense?

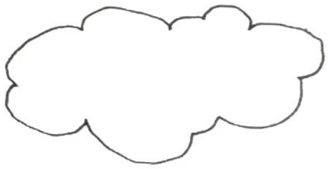
General present (g.p.) I go to school every day.
Present continuous (p.c.) I am going to school now.

Write sentences of your own, using the words below and the tense shown in brackets.

1. go . . . school (g.p.)
2. go . . . school(p.c.)
3. give . . . mother . . . present . . . birthday (g.p.)
4. write . . . letter . . . uncle (p.c.)
5. eat . . . lot of rice . . . Sundays (g.p.)
6. fish . . . cold water . . . stream (p.c.)



The Skylark



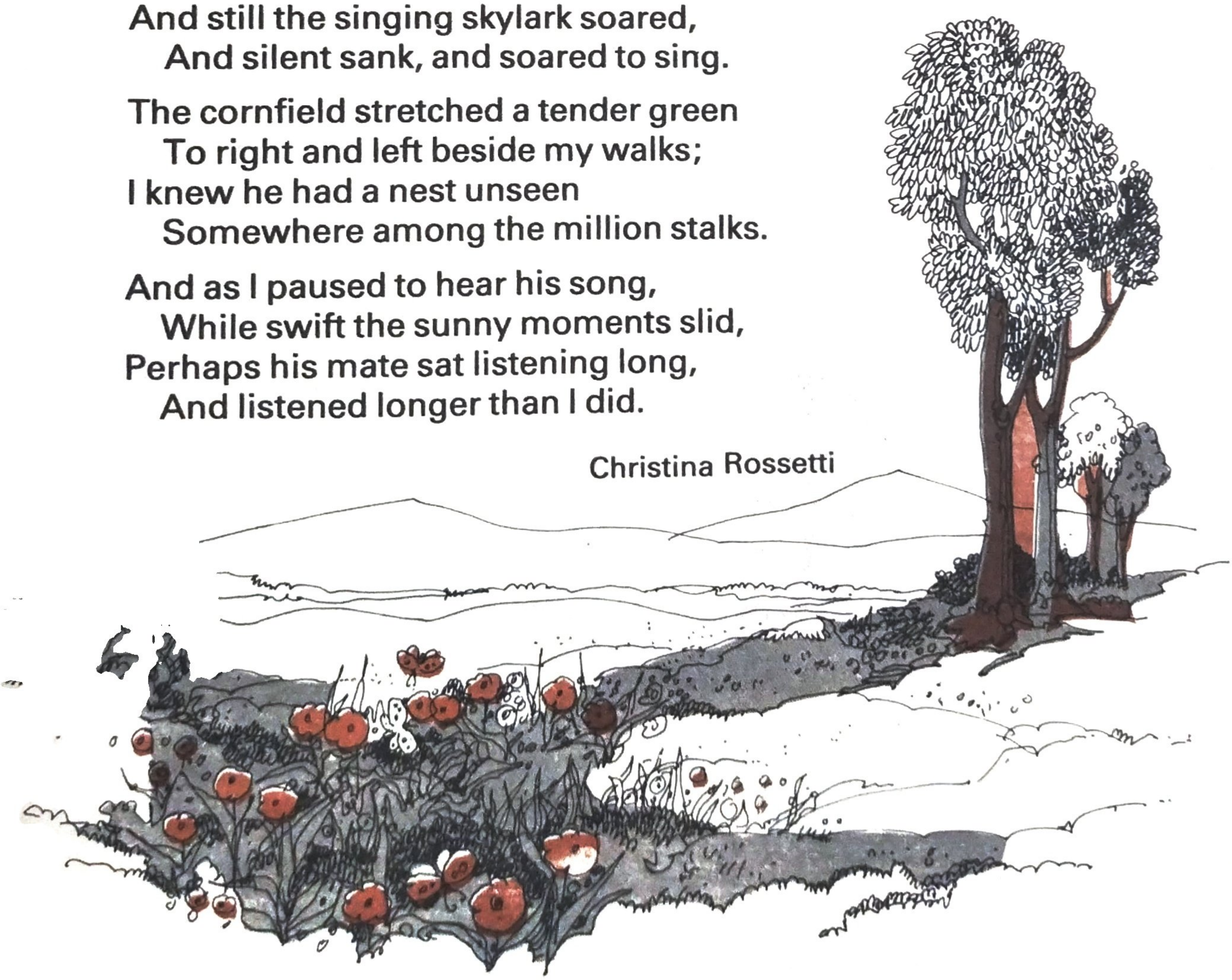
The earth was green, the sky was blue:
  I saw and heard one sunny morn
A skylark hang between the two,
  A singing speck above the corn;

A stage below, in gay accord,
  White butterflies danced on the wing,
And still the singing skylark soared,
  And silent sank, and soared to sing.

The cornfield stretched a tender green
  To right and left beside my walks;
I knew he had a nest unseen
  Somewhere among the million stalks.

And as I paused to hear his song,
  While swift the sunny moments slid,
Perhaps his mate sat listening long,
  And listened longer than I did.

Christina Rossetti



Exercise

Read the poem on page 39.
Some notes to help you understand:

hang between the two	the skylark seems to be hanging between the sky and earth
in gay accord	in harmony with
on the wing	flying

Try to answer these questions.

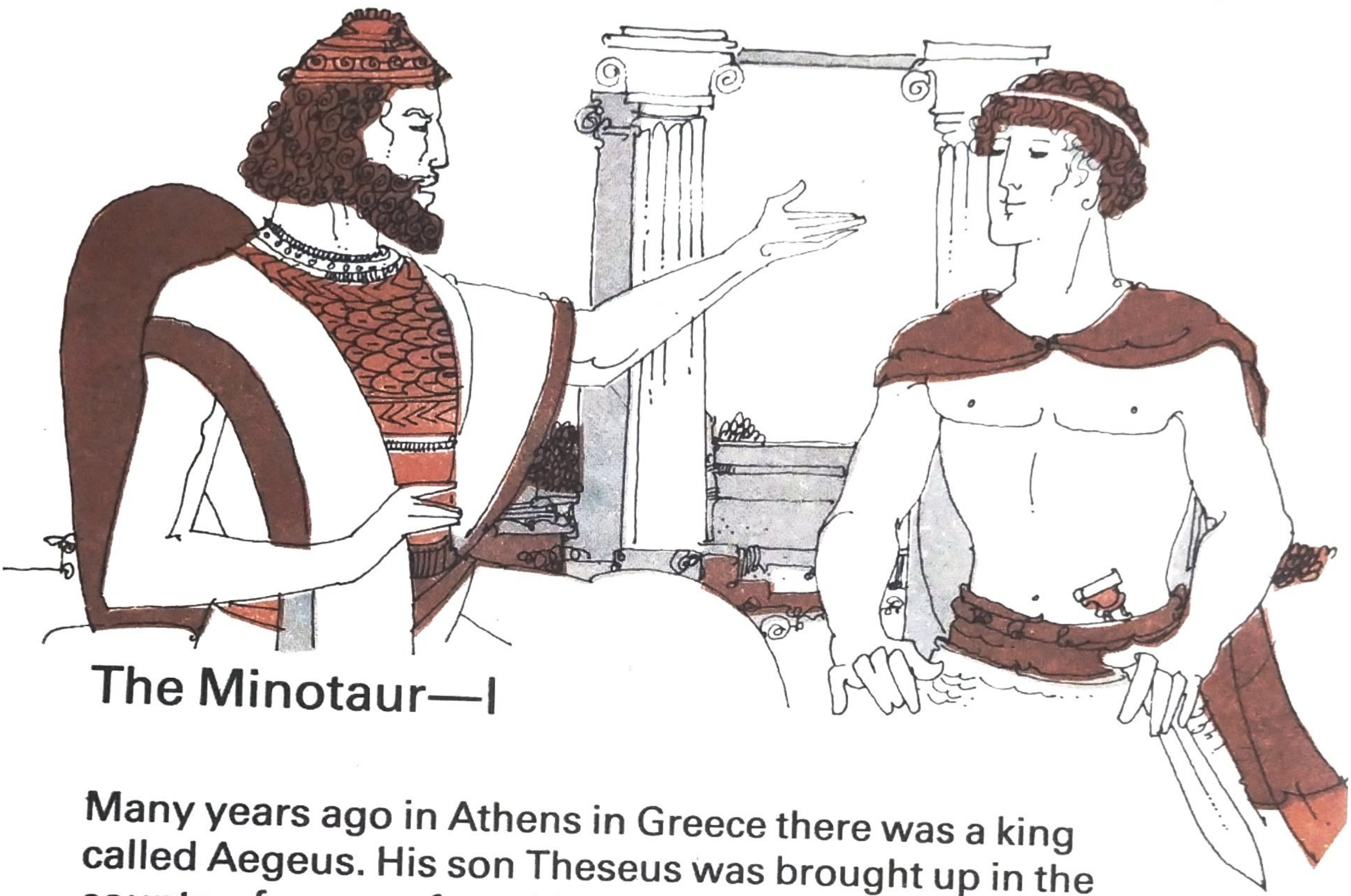
1. Where did the poetess see the skylark?
2. Did the poetess know where the nest was?
3. Which words and phrases in the poem tell us what time of year it is? Make a list.

In line 6 of the poem notice the expression 'on the wing'. In column A below there are some similar idioms beginning with 'to be on . . .' Try to match these with the meanings in column B.

A	B
on the ball	to be recovering after an illness
on the mend	to be available for duty
on velvet	to be doing a job of work
on call	to be alert, well-informed
on edge	to be punctual
on the dot	to be in a favourable state
on the job	to be nervous

Use the idioms in sentences of your own.

e.g., Raju is on the ball; he always knows exactly what is happening at the office.



The Minotaur—I

Many years ago in Athens in Greece there was a king called Aegeus. His son Theseus was brought up in the country, far away from his father. When Theseus grew up he took his father's sword and his father's sandals and came to Athens. He was a very handsome young man, strong and brave, and his father was delighted to see him.

After he had been in the palace for some days Theseus was woken up one morning by the sound of many people crying and wailing. He got up, put on his clothes, and went to his father the king.

'Father,' he said, 'What's all that noise? Why are all the people of Athens crying and wailing? And why are you looking sad, too, father?'

'I shall tell you, my boy,' said his father. 'Across the sea there is an island called Crete. Some years ago there was a war between our city and the city of Crete; we were beaten and we had to plead for peace. Now, the ruler of Crete is King Minos, who is cruel and harsh. He agreed to give us peace on condition that every year we send him seven maidens and seven young men.'

'What will happen to these young people when they get to Crete?' asked Theseus.

'That's the worst part of it all,' replied the father. 'King Minos has a terrible monster called the Minotaur. He's a fierce and wicked beast, half bull and half man. He lives in a maze near the palace and every year he eats seven maidens and seven young men.'

'Can they not fight the Minotaur?' asked Theseus.

'No, they can't, my son,' replied the king. 'They're given one by one to the Minotaur and no man by himself can overcome that monster. The wailing you hear is the wailing of the people of Athens. Today they'll choose seven maidens and seven young men. Then they'll sail away to the island of Crete and we shall never see them again.'

Theseus put his hand on his sword.

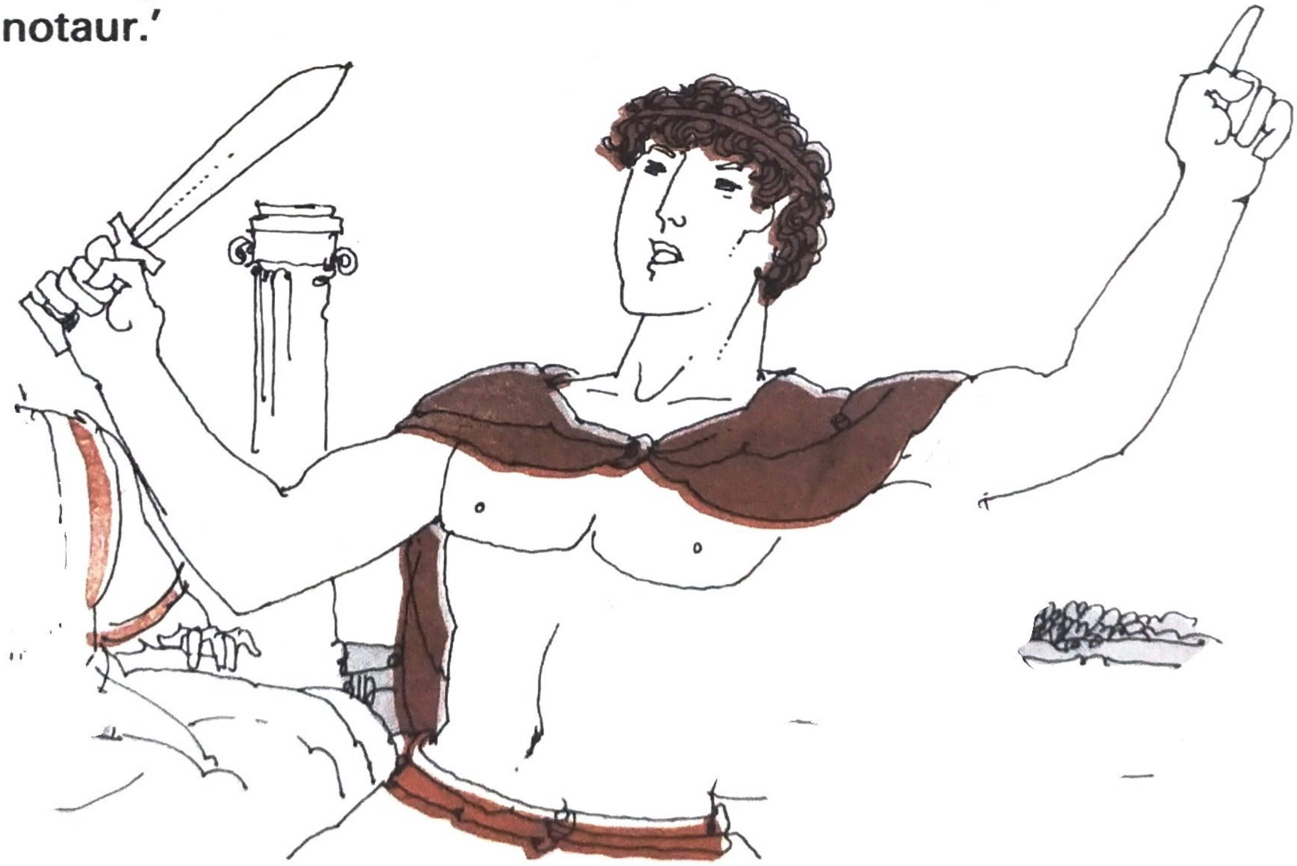
'Today, father,' he said, 'let them choose only six young men.'

'Why?' said his father.

'I shall be the seventh.'

'You!' cried his father. 'You are my son. You'll be the king after me and reign over Athens. You can't go. This is the duty of the common people, not of princes.'

'I shall go, father,' said Theseus, 'and I shall kill the Minotaur.'



Exercise A

Answer the following questions.

1. Why were the people of Athens wailing?
2. Why did Theseus want to go with the young men to Crete?
3. Who was Aegeus?
4. Who was the King of Crete?
5. What was the name of the wicked monster?
6. What did Theseus bring with him to Athens?
7. What was the name of the King of Athens?
8. Who won the war between Athens and Crete?
9. Where did the Minotaur live?
10. Why did the father of Theseus not want him to go to Crete?

Match the following; you will not find these in the passage.

A	B
The Minotaur was the name	had to sail away to Crete.
King Aegeus	and the city of Crete.
Theseus wanted to kill	not to go to Crete.
Fourteen young people	lived in Athens.
Your duty is to stay here,	by the sound of people crying.
There was a war between our city	of a dreadful monster in Crete.
Theseus was handsome,	the dreadful monster in Crete.
Theseus was woken up	strong and brave.
Theseus was not brought up	and reign over Athens.
You will be King	in the city of Athens.

Use the following phrases in sentences of your own.

in the country, crying and wailing, on condition that, no man by himself, the duty of princes, the worst part of it all, all that noise, cruel and harsh.

Exercise B

Sometimes verbs are divided into two different classes, active and passive. The verbs in the following sentences are active verbs.

The boy went to sleep.
The girl got into the jeep.
The thunder roared over the mountains.
The old hermit spoke to my sister.

Notice that in each sentence the subject is doing something; in other words, the subject is active. In each sentence above the subject is underlined. Now here are some passive verbs:

One cake was eaten by the dog.
Two cakes were saved by the girl.
Three cakes were put in the cupboard by her mother.
The cupboard was locked up by my sister.

Notice that in each of these sentences the subject does not do anything, and therefore it is not active. Something is done to it and that is why the verb is called passive.

See if you can say which of the following are active and which are passive.

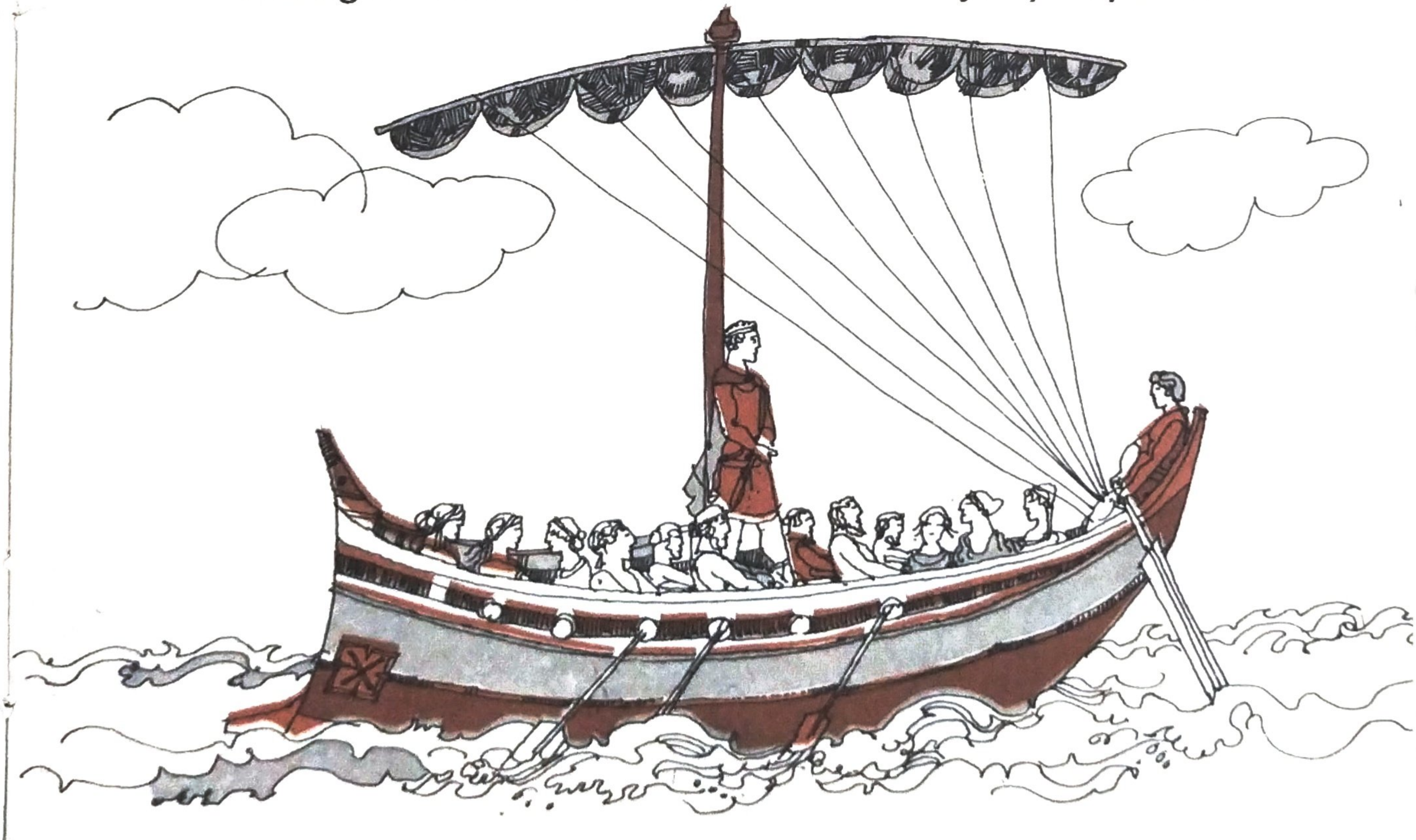
1. The little boy sang a song.
2. The fish was thrown into the water.
3. My shoes were taken by my sister.
4. My sister took away my shoes.
5. The tiger was shot by the angry farmer.
6. The angry farmer shot the tiger.
7. Our beautiful house was knocked down by the gale.
8. Another beautiful house was built by my grandfather.
9. My grandfather built a third house but that was knocked down by a gale too.

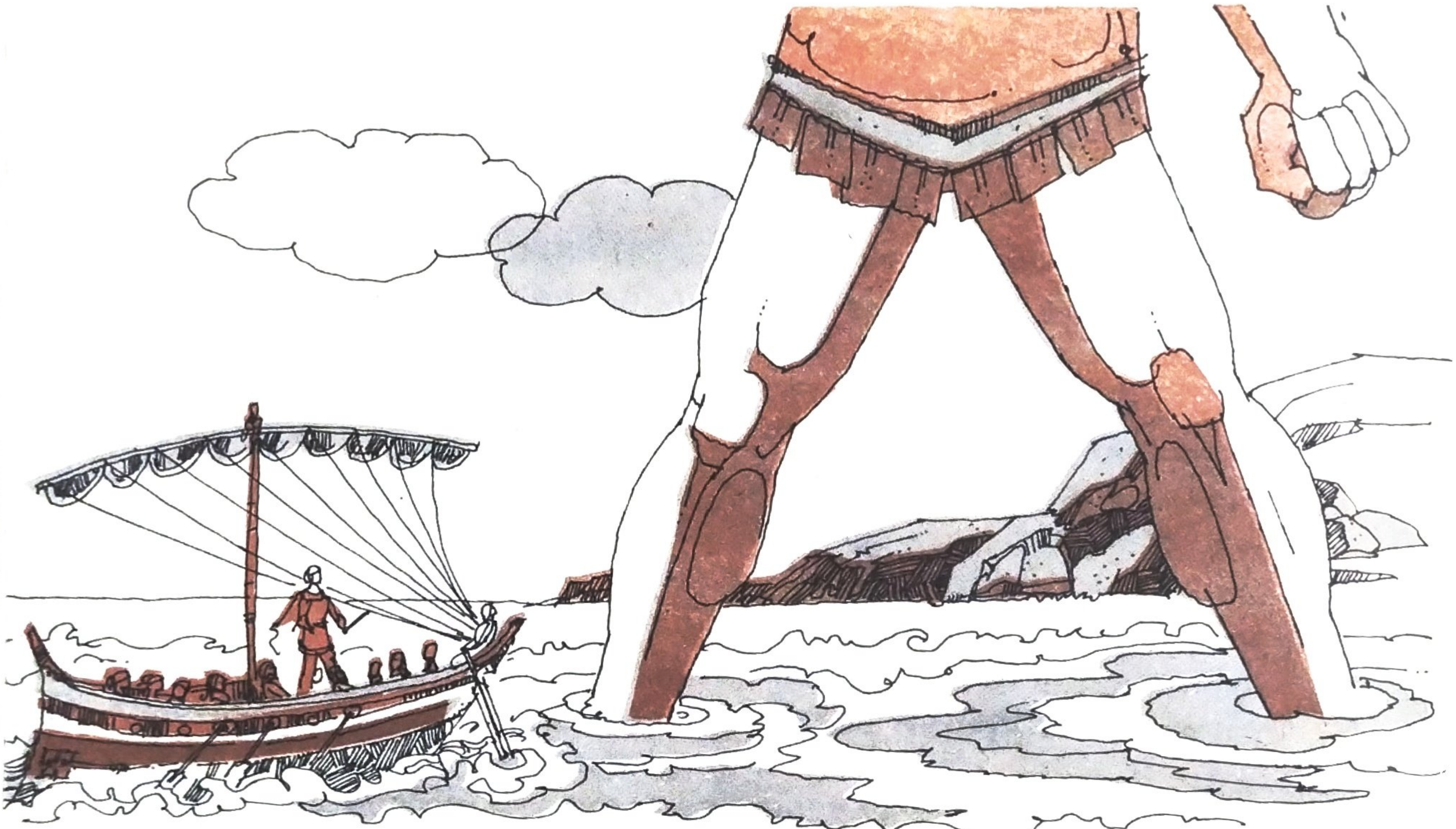
The Minotaur—II

After much argument Theseus persuaded his father to allow him to go. However, before he went his father said, 'My dear son, I am old. Death is approaching and I may die before you return. But every morning I shall go down to the cliffs and look out over the sea for your ship. Your ship has black sails, because black is the colour of death. If by any chance you are able to kill the Minotaur, take down the black sails and put up white sails in their place. Then I shall see them and know that you're safe.'

Theseus promised to do this, and the next day he set off with six young men and seven maidens on the ship to Crete.

They sailed for some days and at last one morning they all saw the island in front of them. Suddenly they saw a huge figure. He was standing in the sea; the sun shone on him and flashes of light seemed to come from his body. The figure was human but it walked with jerky steps. As





the vessel came nearer they saw that the giant was made of brass. He carried a huge club on his shoulder.

'Who is this giant?' Theseus asked a member of his crew.

'It's Talus, the man of brass,' replied the sailor.

'Is he human?'

'No,' said the sailor. 'He walks round the island three times a day. He challenges every vessel. He cannot stop, but goes on and on, round and round the island.'

As the boat got nearer they could hear the clang of the giant's footsteps on the rocks. When he got to the mouth of the harbour the giant stood with his legs apart above the ship and lifted his club high into the air.

'Where do you come from?' he shouted. The sound of his voice echoed over the sea.

'From Athens,' shouted the captain of the ship.

'Why have you come?'

'We bring seven young men and seven maidens for the Minotaur.'

'Pass!' cried the giant and he lowered his club. The ship passed between his legs and came safely into the harbour.

Exercise A

Answer the following questions.

1. What huge figure did they see in the sea?
2. Who told the giant that they had come from Athens?
3. Why did the ship have black sails?
4. Why did the King of Athens think he might die before they returned?
5. What was the giant made of?
6. How did Theseus persuade his father to allow him to go to Crete?
7. What would the King think if the sails were white?
8. What did the giant have in his hands?
9. How did the giant keep guard over the island?
10. Why did it look as though flashes of light were coming out of the giant's body?

Read 'The Minotaur' Parts I and II again and put the following sentences in the correct order.

1. The giant asked them who they were.
2. Theseus heard the wailing of the people.
3. The giant allowed them to go on to Crete.
4. Theseus asked his father to allow him to go to Crete.
5. His father told him to change the sails if he killed the Minotaur.
6. Theseus went on to the ship with six young men and seven maidens.
7. The ship passed under the legs of the giant.

Use the following in sentences of your own.

after much argument, with jerky steps, three times a day, high into the air, safely into the harbour, flashes of light, made of brass, in their palace, before you return, on his shoulder.

Exercise B

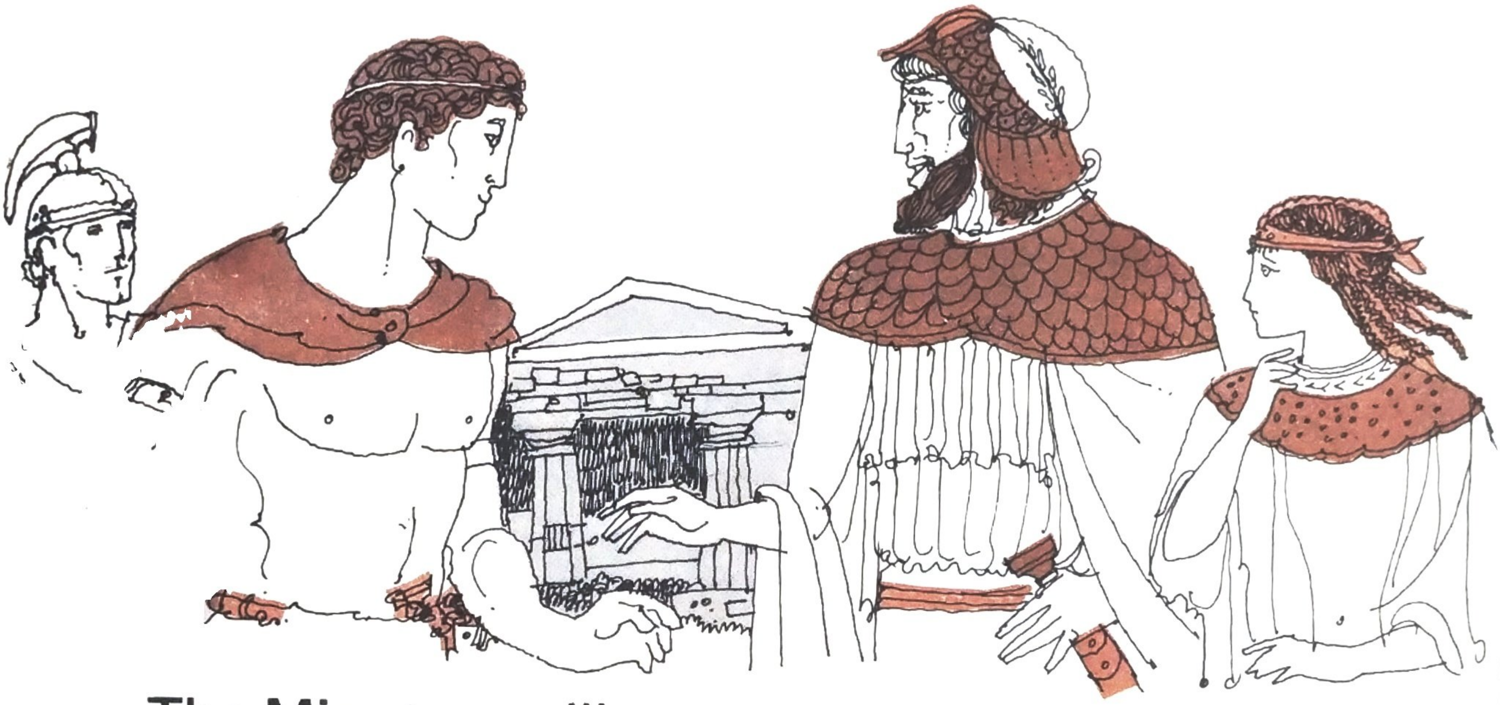
You learnt about active and passive verbs on page 44. Sometimes we can change verbs from active into passive. For example:
The boy ate the cake. (active)
The cake was eaten by the boy. (passive)

Change the following into passives.

1. The boy kicked the football.
2. The girl painted the picture.
3. The man drove the jeep.
4. The boy flew the kite.
5. My father wrote a letter.
6. Shakuntala brought the parcel.
7. Brian sent the money.
8. Shekhar won the prize.
9. Chandra broke the swing.
10. Ravi invented the flying machine.

Try to join the pairs of sentences below; use the word and, but, so or because.

1. He could not swim. He had a bad cold.
2. She was not at home. We were not able to meet her.
3. Mr Patel went to the market. He bought some eggs.
4. She is very tall. Her sister is quite short.
5. Meena wants an ice-cream. She does not have any money.
6. Ashoke did not have a pen. He could not sign the cheque.
7. Aloke could not read the book. He had lost his glasses.
8. Rivka wrote the letter. She did not post it.
9. Ravi got a headache. He had done too much work.



The Minotaur—III

The young men and girls were securely bound and taken before King Minos.

'Aha!' cried the wicked King Minos. 'You've come. Food for the Minotaur.'

He looked at each one carefully. By his side was standing a beautiful young girl. Her name was Ariadne and she was the daughter of King Minos. Her eyes were wet with tears as she thought of the fate of the beautiful young men and women who stood before them. King Minos examined each one most carefully. At last he came to Theseus. King Minos saw that his face was calm and brave.

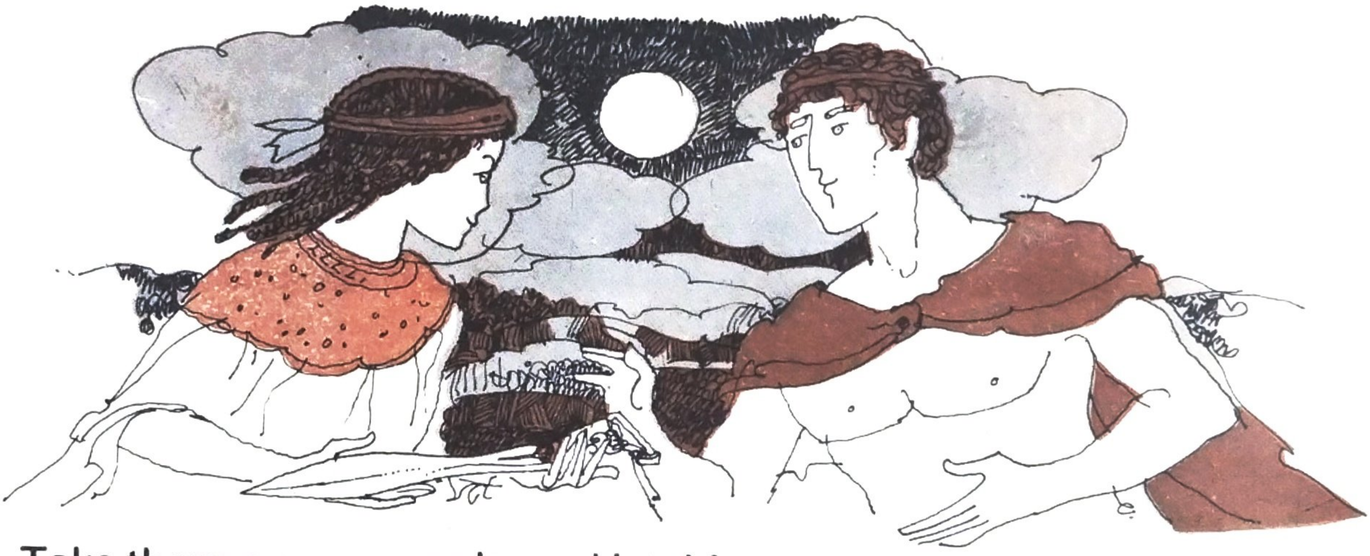
'Are you not afraid, young man? Afraid of the Minotaur?'

'I'm not afraid,' said Theseus.

As he said this Ariadne looked at him and smiled.

'I am not afraid of any monster. Are you not afraid, King Minos? Are you not afraid of the punishments that will come to you one day for your wicked deeds? You are a more frightful monster than the Minotaur.'

'Aha!' said the King with a cruel laugh. 'You think so, do you? Tomorrow morning you'll be able to see for yourself.



Take them away, guards, and let this young man be given to the Minotaur first.'

The young men and girls were led away, their bonds were removed and they were cast into a dungeon. The hours passed slowly but one by one they fell asleep. Only Theseus remained awake.

Soon after midnight Theseus heard a hand on the door. The door opened slowly, and there at the entrance stood Ariadne.

'Come with me,' she whispered.

Theseus crept out of the cell and followed her down the dark passage. They came out of the prison and stood together in the moonlight.

'Who are you?' said Theseus.

'I'm the King's daughter,' said Ariadne, 'I saw you today. You looked calm and brave while the others were all frightened. That's why I came. You're free to go. Get into your ship and sail away back to Greece.'

'That I cannot do,' said Theseus. 'I can't leave Crete without trying to kill this dreadful monster.'

'Good ,' said Ariadne. 'I thought you would say that. Here is your sword. Take it and follow me.'

Exercise A

Answer the following questions.

1. Who said the King was more frightful than the Minotaur?
2. Who were thrown into a dungeon?

3. Why did the King examine the young men and girls carefully?
4. Who was standing at the King's side?
5. Why did Ariadne smile at Theseus?
6. When did Theseus hear a hand at the door?
7. Whose hand was it?
8. Why did Ariadne have tears in her eyes?
9. Why did the King want to give Theseus to the Minotaur before the others?
10. Why did Ariadne go to meet Theseus in the prison?

Find words in the passage which have these meanings.

1. A way into something
2. To look at very carefully
3. So tightly that they could not escape
4. A dark and dismal prison cell
5. Very bad

Put the following in their correct order and put 'said . . . (add the name) after each.

1. 'Are you not afraid of the Minotaur?'
2. 'Come with me.'
3. 'You are a wicked monster yourself.'
4. 'Are they fat enough for the Minotaur to eat?'
5. 'Let me help him to escape.'
6. 'Let him be given to the Minotaur first.'

Exercise B

Do you remember what we learnt about present participles? They are words ending in -ing. For example:

1. There was a star shining in the sky.
2. The crying boy ran down the road.

Sometimes these verbs ending in -ing are used as nouns. A verb used as a noun is called a gerund. Here are some examples:

1. Running is very good exercise.
2. Teaching very small children is very hard work.
3. Writing is hard work, too.
4. I like playing.

Notice that in the first three sentences the gerund (verbal noun) is used as the subject of the sentence. In the last sentence the gerund is used as the object noun.
Remember that the gerund is always used as a noun. Do not mix it up, for example, with the present continuous tense.

Look at the following:

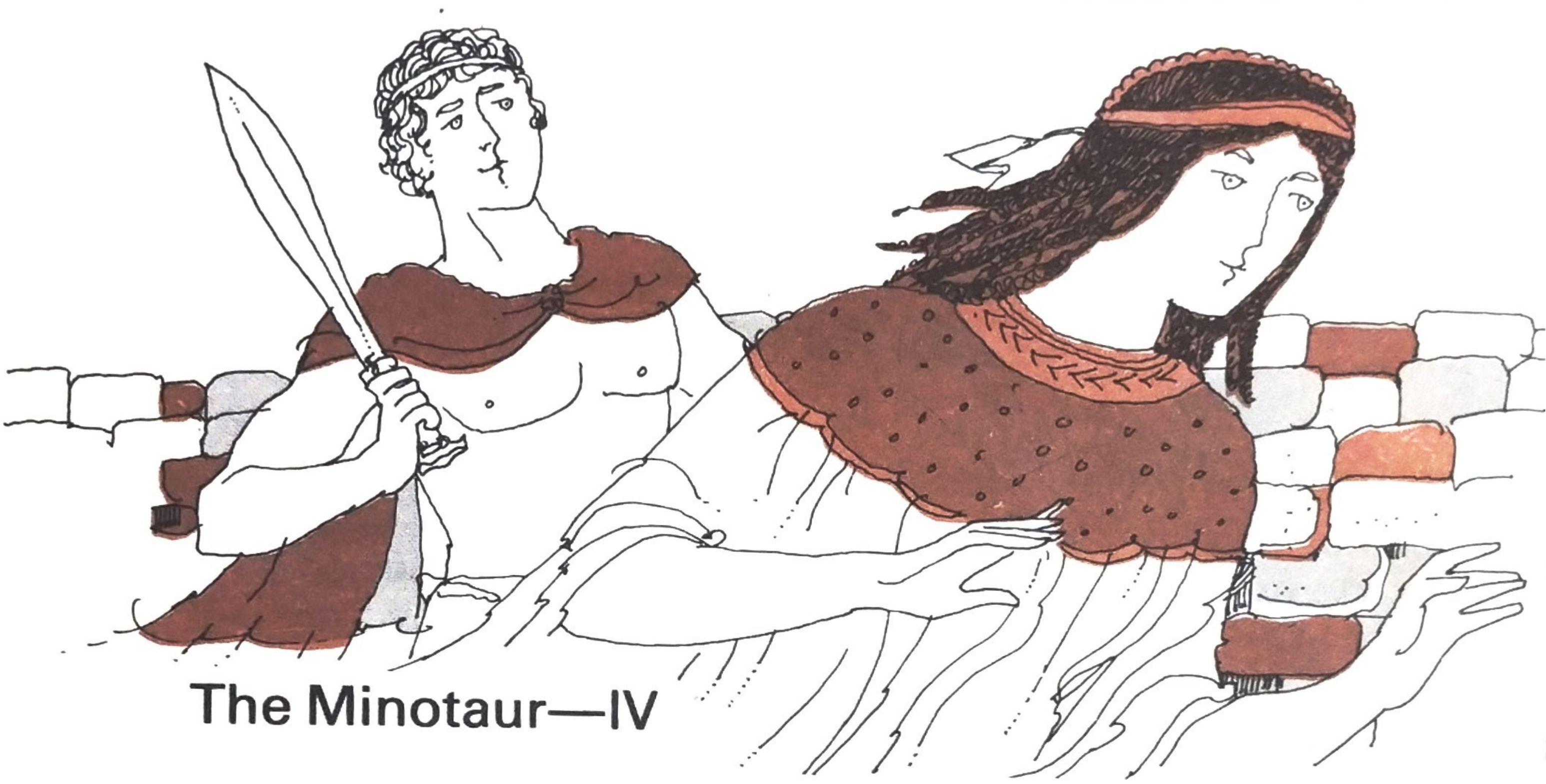
The boy is playing football. (present continuous tense)
Playing is easy. (gerund)
Note that the present continuous tense has the extra verb is before it.

Now pick out the gerunds in the following sentences, and write them in your exercise books. They are all easy.

1. Swimming is very pleasant.
2. I also like riding.
3. Sleeping in class is not allowed.

Now try these; be careful of the present continuous verbs, which are also in the sentences.

1. Nirmala was wondering if she liked swimming.
2. Drinking is important when you are climbing mountains.
3. Listening to the teacher is very important.



The Minotaur—IV

Theseus followed the girl along the path, past the city walls, until they came to a huge maze of stone.

'This is the maze where the Minotaur lives,' said Ariadne. 'Listen.' Theseus listened, and from far away, right in the middle of the maze, he heard a dreadful bellowing; it was partly like a human cry and partly like a bellow of a wild bull.

'How can we get in?' said Theseus.

He could see the wall as it stretched into the dark shadows and there was no door.

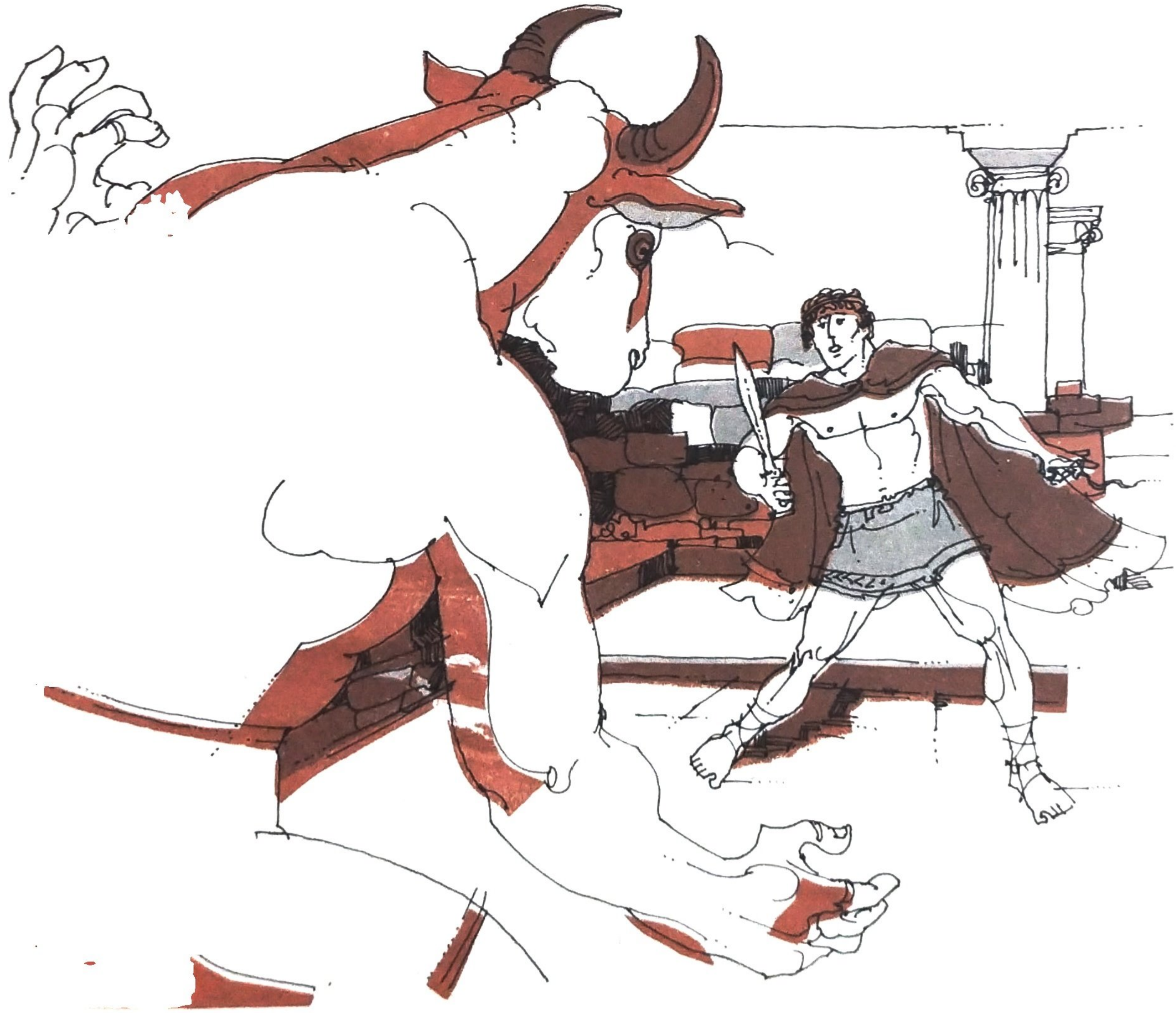
'Here,' said Ariadne.

She pressed her hand against a huge block of stone and it opened slowly. They went in and the stone closed behind them. Inside, it was as black as night; no moonlight entered there.

'Don't move a step,' said Ariadne. 'You'll be lost. No man can find his way in these passages of the maze. But follow the sound of the Minotaur's roars and you'll reach him. I shall wait here for you. But before you go take this thread in your hand. I shall hold one end and then you'll be able to return through the maze.'

Theseus took the thin thread in his left hand and his sword in his right and set off into the dark. He crossed passage after passage, went through doors, up steps, and always he listened for the sound of the Minotaur. The roars and bellows became louder and louder and gradually Theseus approached the centre of the maze. At last he stepped out into a large room. From a grating in the roof a little moonlight sent down its rays into the centre of the room. In these rays of light stood the Minotaur, a monstrous figure with the legs of a man and head and shoulders of a bull. His huge horns glistened in the half light and every minute or two he sent forth a ferocious bellow.

Theseus advanced slowly into the room and looked



carefully at the Minotaur. In a minute or two the Minotaur turned and saw him. Immediately he bellowed even more loudly with rage and charged at Theseus like an angry bull. With a quick jump Theseus avoided those wicked horns and the Minotaur crashed with tremendous force into one of the pillars and broke one of his horns on the hard stone. He bellowed even louder now, with pain as well as rage, and rushed at Theseus like a mad thing. They fought up and down the dark room and Theseus managed to grip one of the arms of the Minotaur and tried to cut off his head with his sword; but the Minotaur was immensely strong. Slowly he pushed Theseus to the floor. His hot breath came in gasps, sweat poured from his face. At last Theseus made one tremendous effort and broke the Minotaur's hold; he jumped to his feet and with a great blow of his sword cut the Minotaur's head from his shoulders.

Theseus lay exhausted on the floor, but after a minute or two he felt the string in his hand and started to go back along the dark corridors to Ariadne. At last he reached her.

Exercise A

Answer the following questions.

1. Why did the Minotaur roar with rage?
2. Why did the Minotaur's roars seem to become louder and louder?
3. What did the Minotaur's roars sound like?
4. How did Ariadne and Theseus get into the maze?
5. How did Theseus kill the Minotaur?
6. Why did Ariadne ask Theseus to hold a thread?
7. What did the Minotaur look like?
8. How did the moonlight get into the maze?

Complete the following in your own words.

1. Suddenly the Minotaur broke . . .
2. Theseus got nearer . . .
3. The huge block of stone . . .
4. Theseus could feel . . .
5. The sweat of the Minotaur . . .
6. Theseus could hear . . .
7. Theseus could see . . .
8. Theseus did not want . . .

Make questions from the following; use the words in brackets.

1. There are twenty young people. (How many . . .)
2. They have come to be eaten by the Minotaur. (Why . . .)
3. You cannot possibly kill the Minotaur. (How . . .)
4. The ship will sail away without you. (Will . . .)
5. The sky is dark with heavy clouds. (What . . . like)
6. No one can fight with me. (Is there . . .)

Exercise B

Do you remember the marks of punctuation which you have learnt so far? They are as follows:

The full stop **.**
The comma **,**
The question mark **?**
Inverted commas **' '**
The apostrophe **'s**
The exclamation mark **!**
The semicolon **;**
The hyphen **-**

Here are two more marks of punctuation which are often used:

The colon **:**
The dash **—**

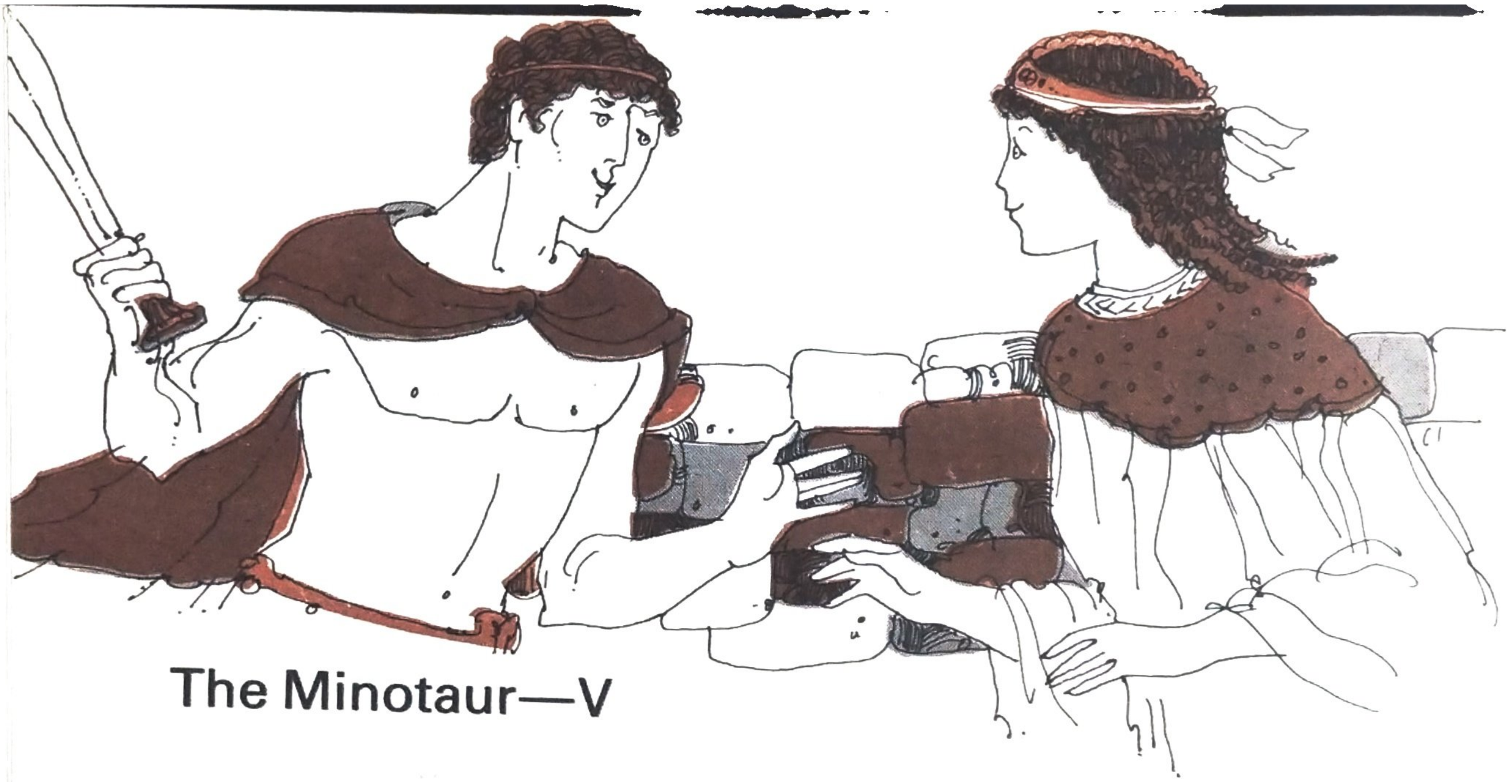
The colon means that we should pause, but not quite so long as for a full stop. Some people say that pauses in sentences are shown by a comma (the shortest pause), a semicolon (next shortest pause); a colon (the next longest pause): a full stop (the longest pause).

Say which marks of punctuation are missing from the following. The stars show the places where the punctuation should be.

* Oh dear* said Alice *I do want to talk to the White Rabbit*
She ran down the passage* stopped* started again* and stopped again*
*Here*s his coat button* she cried* and his purse* too* It contains four pennies* two half pennies and a key*

Note the use of the comma in the following sentences.

1. Jaya, can you tell me the answer?
2. Well, I told you what to expect.
3. Daisies, roses, violets and bluebells are all flowers.
4. May I have some sugar, please?



The Minotaur—V

'The Minotaur is dead,' he told her, 'and I have to thank you for your help.'

'No one but you could have killed it,' said Ariadne. 'Come quickly to the prison, take your friends and sail off in your ship to Athens.'

Theseus stopped for a moment.

'Will you come too?' he asked her.

'I?' said Ariadne.

'Yes, come back to Athens. Be my wife. Be the queen of that great city.'

Ariadne thought for a moment. 'I thank you with all my heart, but I cannot leave my father. He'll be angry when he knows the Minotaur is dead. But he needs me. I'm his only daughter.'

Theseus was sad, but he went back to the prison and woke up his comrades. They got on to the ship and sailed away.

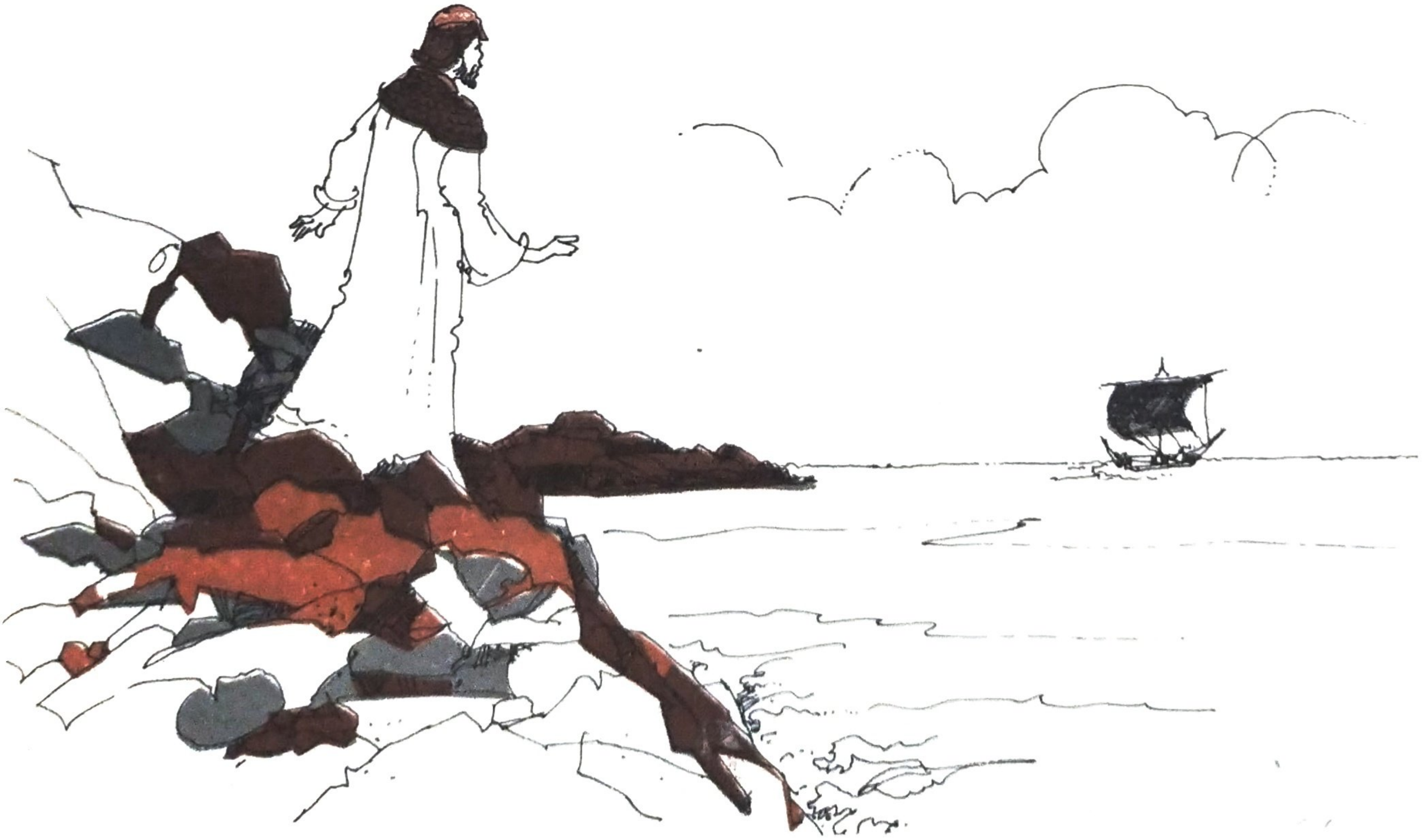
As they came to the harbour they saw Talus striding towards them. They put up all the sails and went as fast as they could. His loud steps could be heard getting nearer and nearer. When he was a hundred yards away they passed through the harbour. He lifted his club high in the air and crashed it down, but he missed the ship and fell headlong into the sea and was swallowed up by the waves.

Back in Athens King Aegeus sat sadly in his palace. Every day he thought of his son, young, brave and handsome, and he thought of the cruel Minos. Every morning he went down to the cliffs and looked out for the ship that would bring his son home. But the young people on the boat were rejoicing. They were safe; the Minotaur was dead. They danced and sang the whole day long. They forgot the sails. They forgot everything except the fact that they were saved.

At last the voyage ended. They came up on deck and far ahead they could see the shores of Greece. That morning too the old King walked slowly to the edge of the cliffs and looked out over the sea. The ship came into sight; the old King straightened his back.

'A ship! A ship!' he cried.

Then he saw the black sails. He put his hand on his heart and threw himself headlong over the cliffs into the sea.



Exercise A

Answer the following questions.

1. Why did King Aegeus throw himself over the cliff?
2. Why did the young people on the ship rejoice?
3. Why did Ariadne refuse to marry Theseus?
4. Why did Theseus want to take Ariadne to Athens?
5. Why could Ariadne not leave her father?
6. Why did Aegeus go down to the cliffs every day?
7. How did Talus come to an end?
8. Who did Theseus thank for helping him?
9. Why did they put up all the sails to go through the harbour?
10. Why was Aegeus heart-broken when he saw the black sails?

Complete the following in your own words.

1. Every morning . . .
2. 'I cannot marry . . .
3. 'When he knows . . .
4. On the boat the . . .
5. Up on the cliffs the . . .
6. They heard the sound . . .
7. After he left her he . . .
8. 'Thank you very . . .

Use these phrases in your own sentences.

the whole day long, with all my heart, as fast as, for a moment, far ahead, except the fact.

Exercise B

Do you remember what we learnt about the participle? We talked about the present participle ending in -ing. For example:
I saw some men planting trees.
He saw the bus coming up the road.
He walked home in the pouring rain.

All the words ending in -ing in the sentences above are present participles.
We also have some verbs which are called past participles. For example:
Caught by the police, the thief confessed.
Ploughed by the farmer, the field was level.
Loved by their mother, the children were happy and contented.
The words caught, ploughed, loved are all past participles.
Some verbs form their past participles in the same way as the past tense. For example:

walk	walked	walked
punctuate	punctuated	punctuated

Some verbs have a different form for the past participle.
For example:

drink	drank	drunk
eat	ate	eaten
write	wrote	written

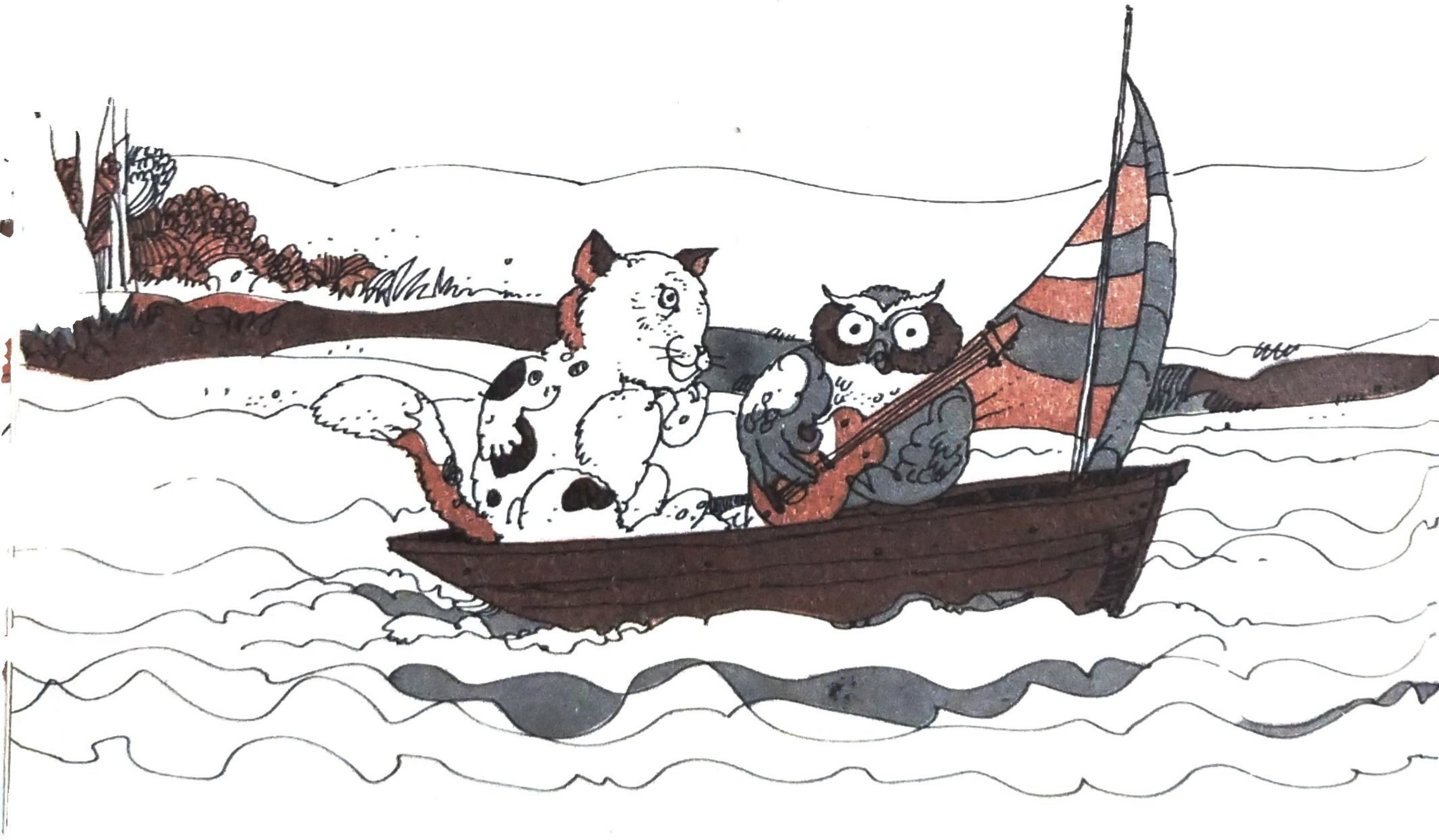
See if you can complete the following table.

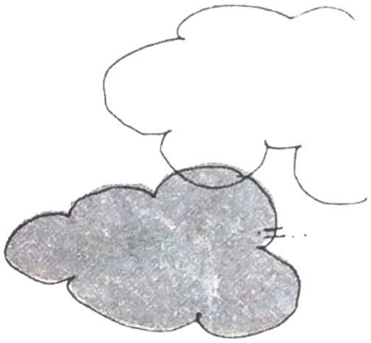
	Simple Past	Past Participle
smell	. . . . . .	. . . . . .
break	. . . . . .	. . . . . .
read	. . . . . .	. . . . . .
blow	. . . . . .	. . . . . .
send	. . . . . .	. . . . . .

The Owl and the Pussy-Cat

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
'O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!'

Pussy said to the Owl, 'You elegant fowl!
How charmingly sweet you sing!
O let us be married: too long we have tarried:
But what shall we do for a ring?'

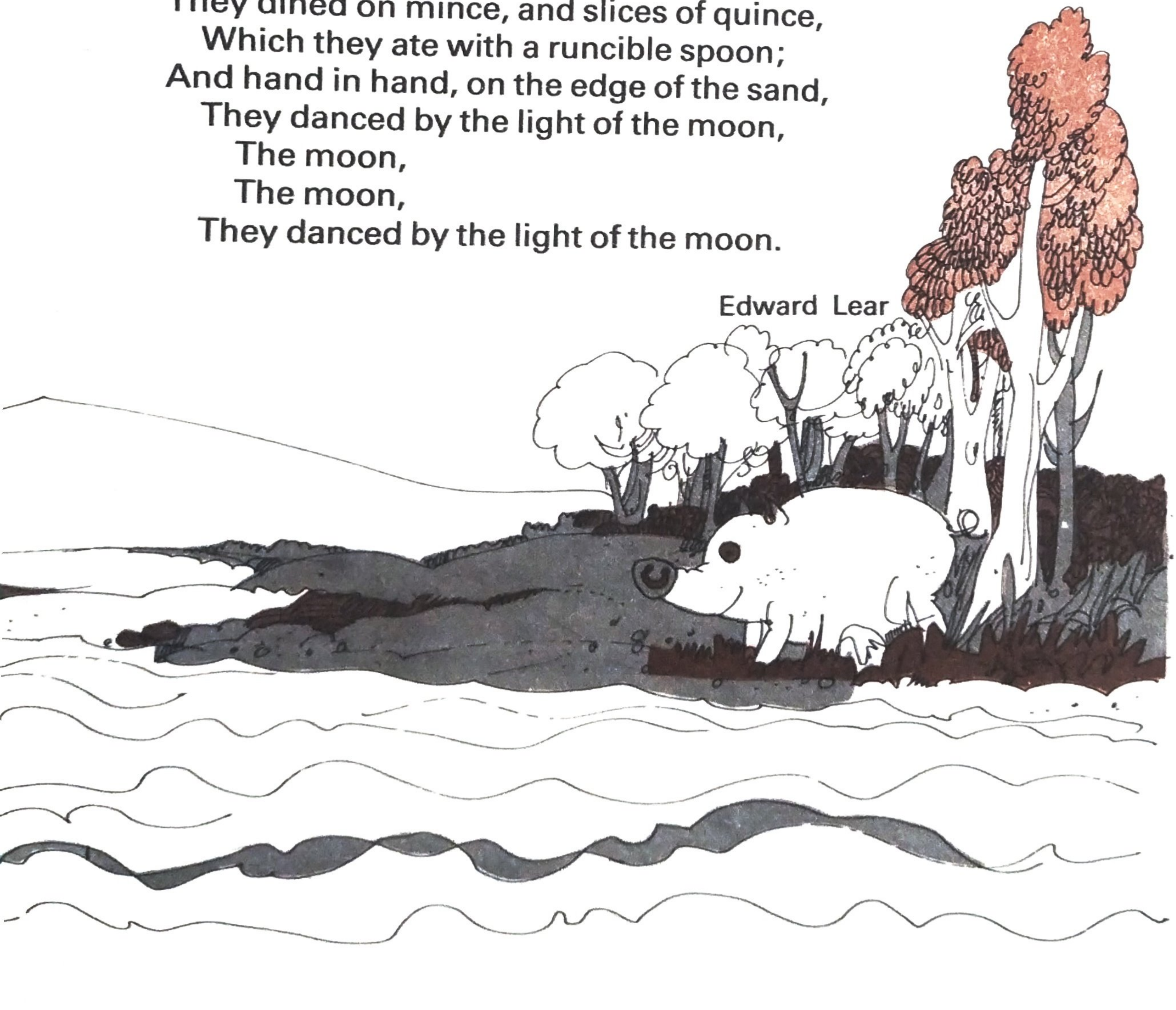




They sailed away, for a year and a day,
To the land where the Bong-tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

'Dear Pig, are you willing to sell for one shilling
Your ring?' Said the Piggy, 'I will.'
So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

Edward Lear



Exercise A

Read the poem about the owl and the pussy-cat. Here are some notes to help you understand the poem.

pea-green	green like the colour of peas
elegant	graceful
tarried	waited a long time
Bong-tree	imaginary tree (invented by Edward Lear)
shilling	used to be a unit of currency in England (20 shillings = 1 pound)
mince	meat cut up into very small pieces
quince	a hard pear-shaped fruit
runcible	a word made up by Edward Lear

Answer the following questions about the poem.

1. What things did the owl and pussy-cat have with them in the boat?
2. For how many days did they travel?
3. In what way was the pussy-cat impressed by the owl?
4. How was their wedding celebrated?
5. What does the word runcible make you think of?

Edward Lear is famous for the nonsense poems he wrote. He was also a fine artist. The type of poem he is most famous for is the Limerick. Do you remember reading some limericks in Book 4? Do you remember how a limerick should be written? Here is another limerick by Edward Lear:

> There was an old man of the West,
> Who never could get any rest;
> So they set him to spin,
> On his nose and his chin,
> Which cured that old man of the West.

Make up your own funny limerick.

Exercise B

Can you write out the full forms of these abbreviations?

e.g.
Mr
kg
Mrs
BC
AD

See if you can match the following.

A	B
i.e.	please turn over
vol.	Young Men's Christian Association
P.T.O.	United Nations Organization
U.N.O.	that is
Dr	volume
B.A.	Bachelor of Arts
Y.M.C.A.	Doctor

Now see if you can match these.

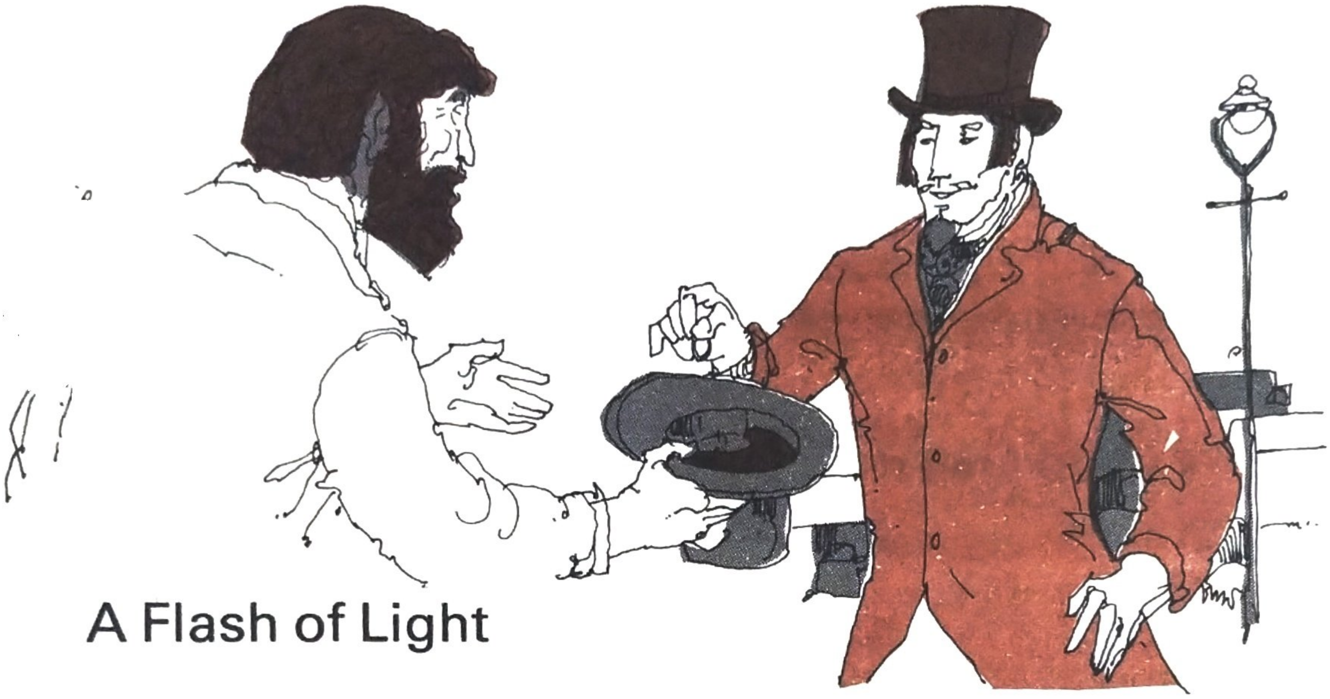
A	B
M.P.	Saint
St	Street
St	Member of Parliament
sec.	Company
V.I.P.	Limited
Ltd	very important person
Co.	second

Can you say what noises are made by the following?

donkeys, ducks, jackals, kittens, frogs, crows, bulls, bears, owls, nightingales, flies, pigeons, turkeys, snakes.

Here are the noises but they are not in the correct order.

gobble, coo, croak, buzz, hiss, howl, sing, mew, growl, bellow, caw, hoot, quack, bray.



A Flash of Light

It was a cold day and Valentine Haüy walked briskly down the cobbled street. It was getting dark and he was in a neighbourhood he was not very familiar with. He was on his way home and was thinking about the warm room and the glowing fire that would greet him on his arrival. A carriage pulled by horses rattled past as Valentine reached the corner of the street. To avoid being trampled by the horses he stepped back onto the pavement.

Before Valentine could cross the road he heard a rustling sound behind him. He turned and saw in the shadows of a wide doorway a man standing with his hat in his hand. 'Please, Sir,' said the man, 'Spare some money for a poor blind beggar.'

Valentine was a kind man and had thought a lot about the problems of blind people. He had often wondered how he could be of help to the blind. Seeing the blind beggar he at once removed one of his gloves, and putting his hand into his pocket pulled from it a coin which he put in the blind beggar's hat.

The blind beggar thanked him and Valentine walked away. He was half-way across the road when he heard the beggar call out, 'Sir, Sir! Please, just a moment.'

Valentine turned once again and returned to face the blind man. 'Surely, Sir,' said the beggar who was an honest man, 'you have made a mistake; you have given me a franc instead of a sou.'

The words of the beggar astonished Valentine. He was not surprised by the man's honesty but by the fact that he could tell so quickly the difference between a franc and a sou.

'How did you know that I had given you a franc?' asked Valentine. 'Oh,' replied the beggar, 'it is enough for me to pass my finger over it.'

This was like a flash of light.

Valentine allowed the beggar to keep the franc although it was a great deal of money in those days. As he continued his walk he thought to himself, 'If the blind can distinguish at the least touch a piece of money, why should they not distinguish a mark, a letter or a figure? In short, they should be able to distinguish any sign so long as it is raised.'

With this idea Valentine took home a blind boy who he found begging at a church door. The blind boy became his first pupil and learnt very quickly how to read from raised signs. With the help of money raised from the public Valentine Haüy was able to start a school for the blind.

Some years later a blind man called Louis Braille (1809–52), also a Frenchman like Valentine Haüy, perfected a system of writing specially for the blind. This writing is called Braille.

Exercise A

Answer the following questions.

1. Was Valentine walking near his house?
2. What passed Valentine on the street?
3. What did Valentine hear behind him?
4. How much money did Valentine give to the beggar?
5. Why did Valentine give the beggar money?
6. Why did the beggar call Valentine back again?
7. Why was Valentine astonished by the words of the beggar?
8. Why did Valentine allow the beggar to keep the money?
9. How did the blind beggar know what the coin was?
10. How was Valentine able to start a school for the blind?

Say whether the following statements about the passage are true or false.

1. Valentine seldom thought about blind people.
2. Blind people can distinguish any mark on paper.
3. The evening was quite warm.
4. Valentine gave the blind beggar a sou.
5. A sou is of more value than a franc.
6. Valentine stepped back onto the pavement to avoid the horses.
7. Valentine allowed the beggar to keep the franc.

Complete the following sentences in your own words.

1. Seeing the blind man he . . .
2. I have often wondered . . .
3. He could tell the difference . . .
4. She found a boy who . . .
5. The blind can distinguish . . .

Exercise B

Note the following sentences in direct and indirect speech.

He said, 'Congratulations!'	He congratulated me.
He said, 'Thief!'	He called me a thief.
He said, 'Thank you.'	He thanked me.
He said, 'Good evening.'	He wished me a good evening.
He said, 'Happy Divali.'	He wished me a happy Divali.

Change the following into indirect speech.

1. 'You fool,' he said.
2. He said, 'Good afternoon.'
3. 'Happy birthday,' he cried.
4. 'Congratulations on passing your exam,' he said.
5. 'Have a good trip,' he said.

Do you remember joining sentences using and, but, so, and because? These joining words are called conjunctions. Here are some more conjunctions:

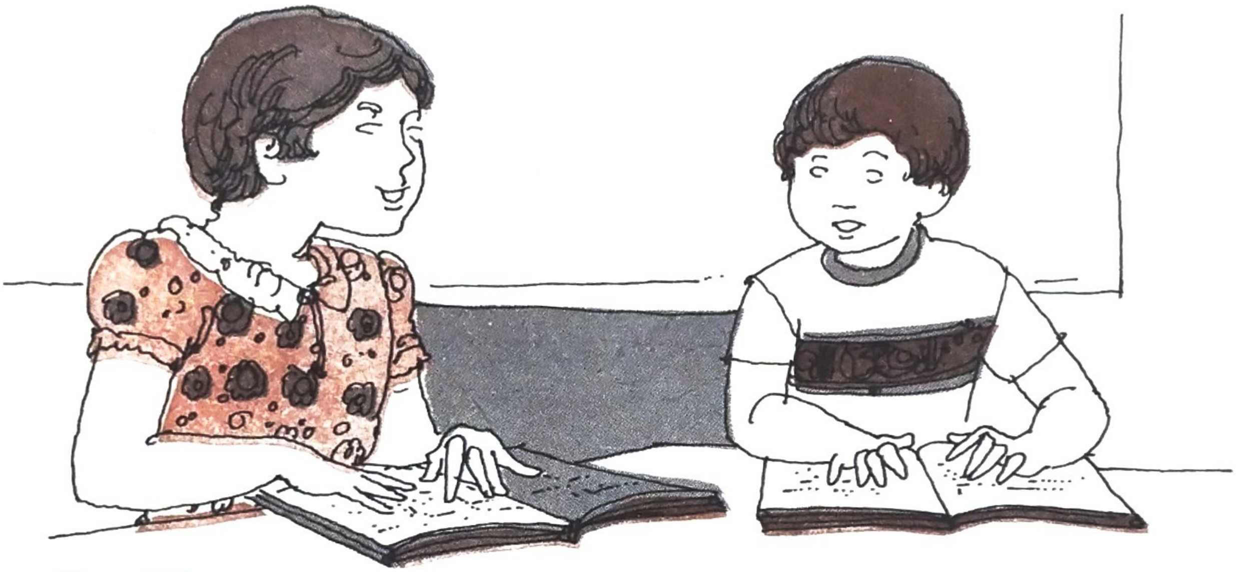
as for since while

Here is one example for each of the conjunctions above.

1. You can read this book as you are so clever.
2. The kittens mewed for they had nothing to drink.
3. You must help him since he is your brother.
4. The children played while their mother cooked the dinner.

Join the sentences below using as, for, since, or while.

1. The sun was very hot. It was still summer.
2. She can find the way. She is so clever.
3. He began to get frightened. It was getting dark.
4. Mona read a book. The baby slept.



Braille

Braille is a special alphabet used by the blind. The alphabet is marked by raised dots on stiff paper which blind persons can understand by the touch of their fingers. The man who perfected this kind of writing was called Louis Braille. Braille himself was blind and worked in a blind school in Paris. The system that he developed in 1834 was not used much until about the time of Braille's death in 1852.

Each letter in the Braille alphabet consists of one or more raised dots.

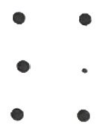
In the diagram below the small dots represent unraised marks; the large dots represent raised marks.

Braille	● · ● ● · ·	● · · ● · ·	● · ● · ● ·	● · ● · ● ·	● · · ● ● ·
English	H	E	L	L	O

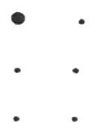
From the diagram above you can see that the letter H consists of three raised dots and the letter L consists of three dots, too. However, the dots for H are in a different pattern to those which make up the letter L.

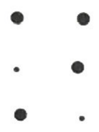
There are six possible positions for each dot. By placing the dots in various positions 63 different patterns or shapes can be made. This means that there are patterns for each of the 26 letters of the alphabet. In addition to these 26 patterns there are patterns for special words or words that are used a lot in everyday language. Some of the common words such as, 'and', 'it', 'if', 'for', 'the' and many others have one Braille symbol each.

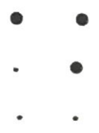
For example, the word 'and' occurs very frequently in English. To make it easier to read in Braille it is written like this:



otherwise each letter would have to be written like this:



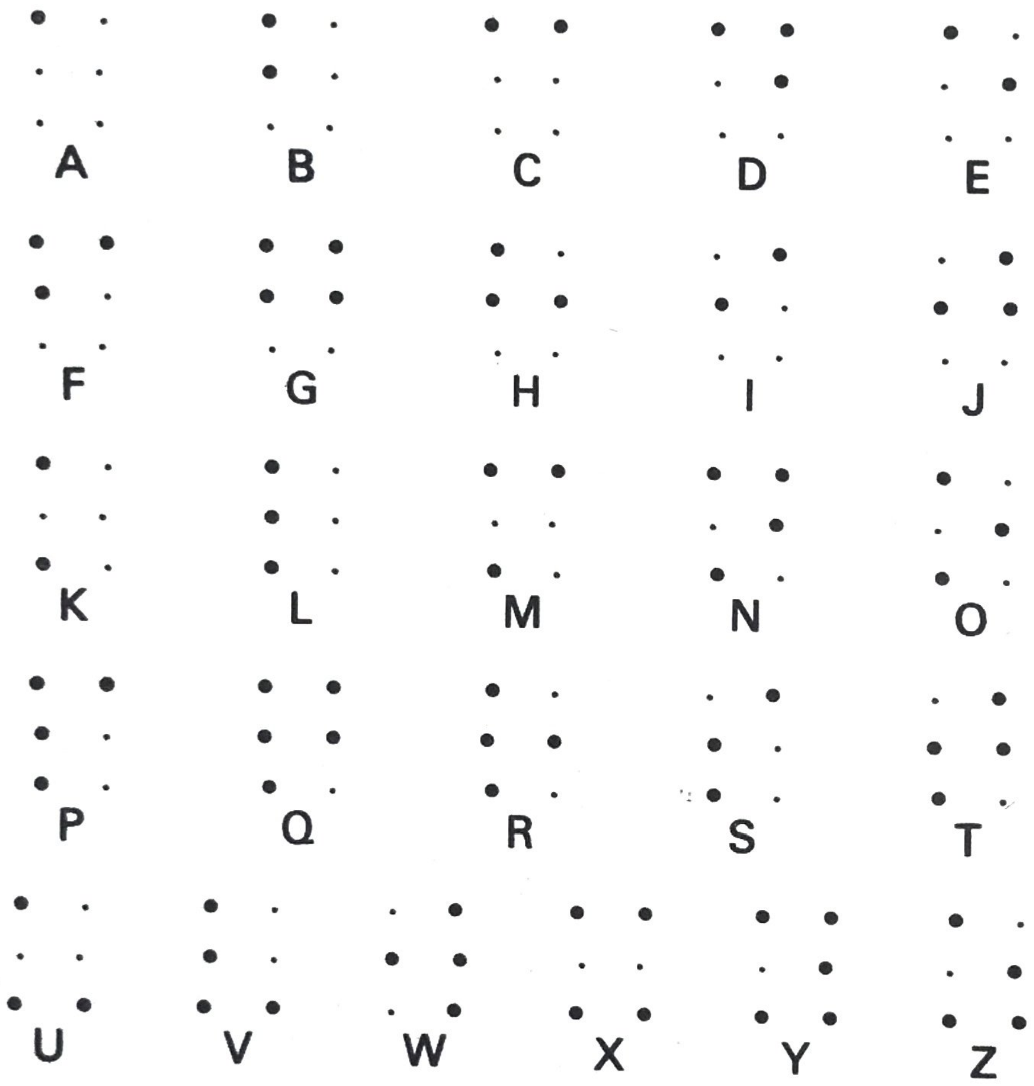




Books in Braille have to be quite thick. This is because raised marks are punched out in rows across each page. The raised marks have to be big enough to be felt by the finger-tip, so the paper has to be stiff.

Many books are written in Braille. Blind people can be taught how to read Braille and, in this way, they too can read and enjoy the works of the great authors. There are also machines that help blind people to write in Braille.

Here is the Braille alphabet:


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Exercise A

Answer the following questions.

1. What is Braille?
2. Who was Braille?
3. When did Braille die?
4. What pattern of raised dots is used for the letter H?
5. Why are the dots in Braille writing raised above the surface of the page?
6. Why are books in Braille quite thick?
7. Are blind people able to write in Braille?
8. Which are some of the common words that have a Braille symbol each?

With the help of the Braille alphabet on page 72 write the following names; use a different colour to show the raised dots.

1. Jasbir
2. Simon
3. Ravi
4. Meena
5. Karim
6. Your name

Put the words in the following lists into alphabetical order.

A

1. consists
2. contact
3. content
4. condemn
5. contest

B

1. dread
2. dress
3. dreadful
4. dream
5. dreamer

C

1. parent
2. pardon
3. parson
4. pair
5. pear

Exercise B

You have used the conjunctions as, for, since and while on page 69. Here are some more conjunctions.

if, or, after, until, whether, where, unless, although.

Fill in the spaces with suitable conjunctions from the list above.

1. Please wait -------- the bus arrives.
2. Would you like some tea -------- would you prefer coffee?
3. We won't be late -------- you take us in your car.
4. We went to the zoo -------- we saw many animals.
5. Ramu is paid little money -------- he works very hard.
6. They will leave after lunch -------- their friend comes or not.
7. You cannot be heard -------- you shout.
8. The children crossed the road -------- the traffic lights changed to green.

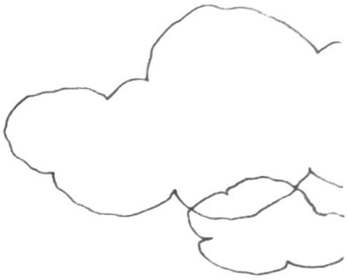
Here are two lists of words. The first list consists of verbs and the second consists of nouns. Write two sentences for each word.

act	action
accuse	accusation
satisfy	satisfaction
explain	explanation
advise	advice
inquire	inquiry
injure	injury
inherit	inheritance
complain	complaint

Do you know the nouns formed from these verbs? See if you can find out by using a dictionary.

destroy, choose, imagine, arrive, compare, reject, avoid.

The Road Not Taken



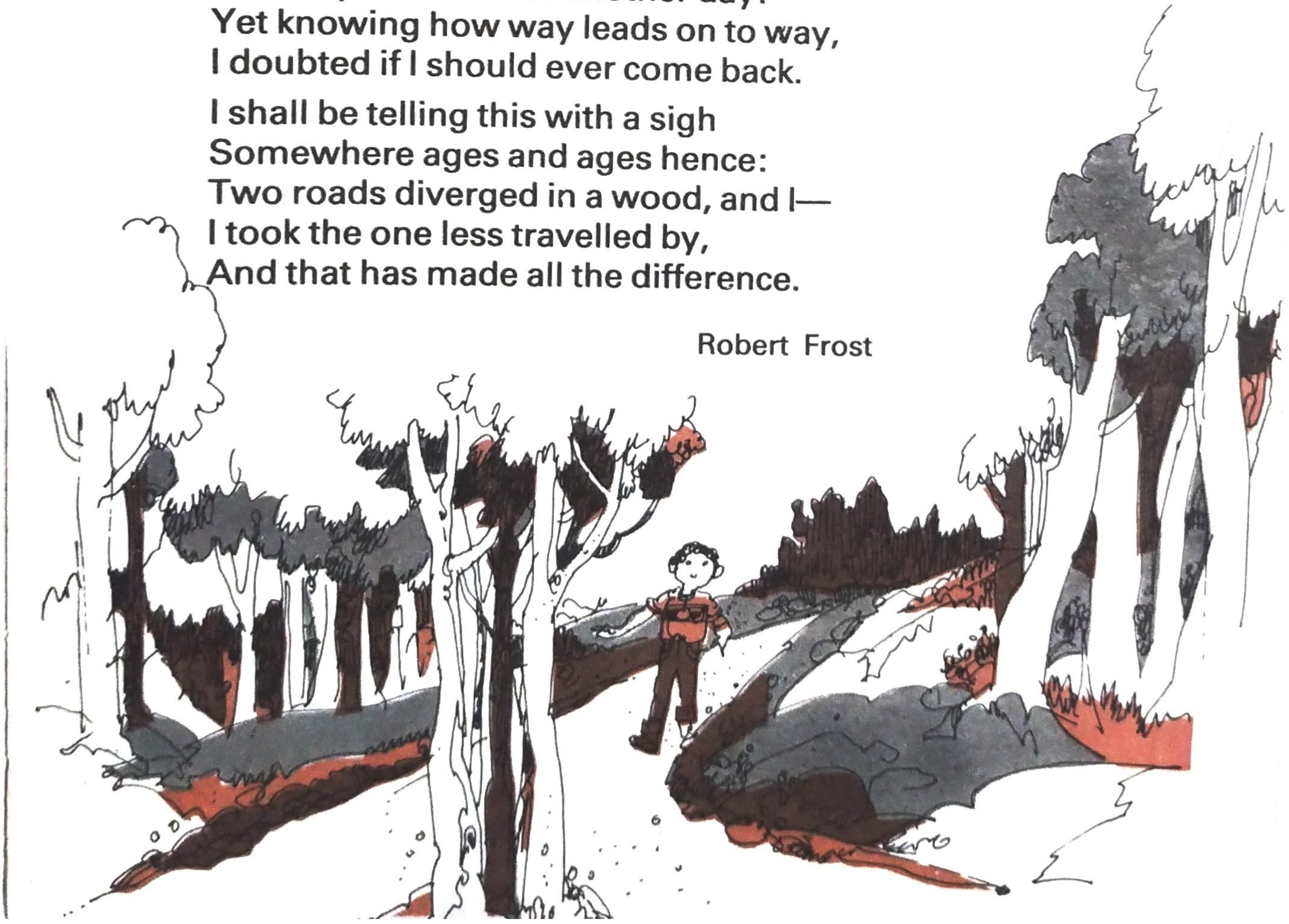
Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.

Robert Frost



Exercise A

The poem on page 75 was written by Robert Frost. It is a well-known and well-beloved poem. Quite simply, the poem is about the road not taken by the poet on one of his walks. The poet is curious to know what that path would have been like. At a deeper level the poet is asking, 'What would my life have been like if I had chosen to do something else?'

Read the poem a few times and then try to answer these questions.

1. Was the poet curious about the path he did not take? How do we know he was curious?
2. Why did the poet doubt he would ever walk on the other path?
3. Why does the poet say, 'I shall be telling this with a sigh'?
4. Do you think the poet regrets not having taken the other path?

Look at the following words and their meanings.

raise	We raise a question, we raise a shout, we raise an army, we raise the price of something, you raise your voice when you speak loudly.
read	We read a book, we read music, we read signals, we can read someone's thoughts, we can read a subject at college (which means study it).
show	We can show someone a photograph, we can show someone the way, we can show fear, we can show a picture in an exhibition, we can show courage.
find	We can find something if we have lost it, we can find the answer to something, we can find oil or gold in a country, we can find courage, we can find time to do something.

strike	We can strike somebody on the ear, the clock strikes the hours, we can strike a match, we can strike oil (this means to find oil).

Exercise B

Use the words in Exercise A above in sentences of your own. Write two sentences for each word using the word in a different way each time.

Do you remember the word synonym? A synonym is a word which has the same meaning as another. For example: vanish is the same as disappear; rich is the same as wealthy.

Match the following:

mad
reply
centre
top
assist
old
lucky
leave

fortunate
abandon
aged
help
insane
answer
middle
summit

Can you think of a synonym for each of the words in the list below?

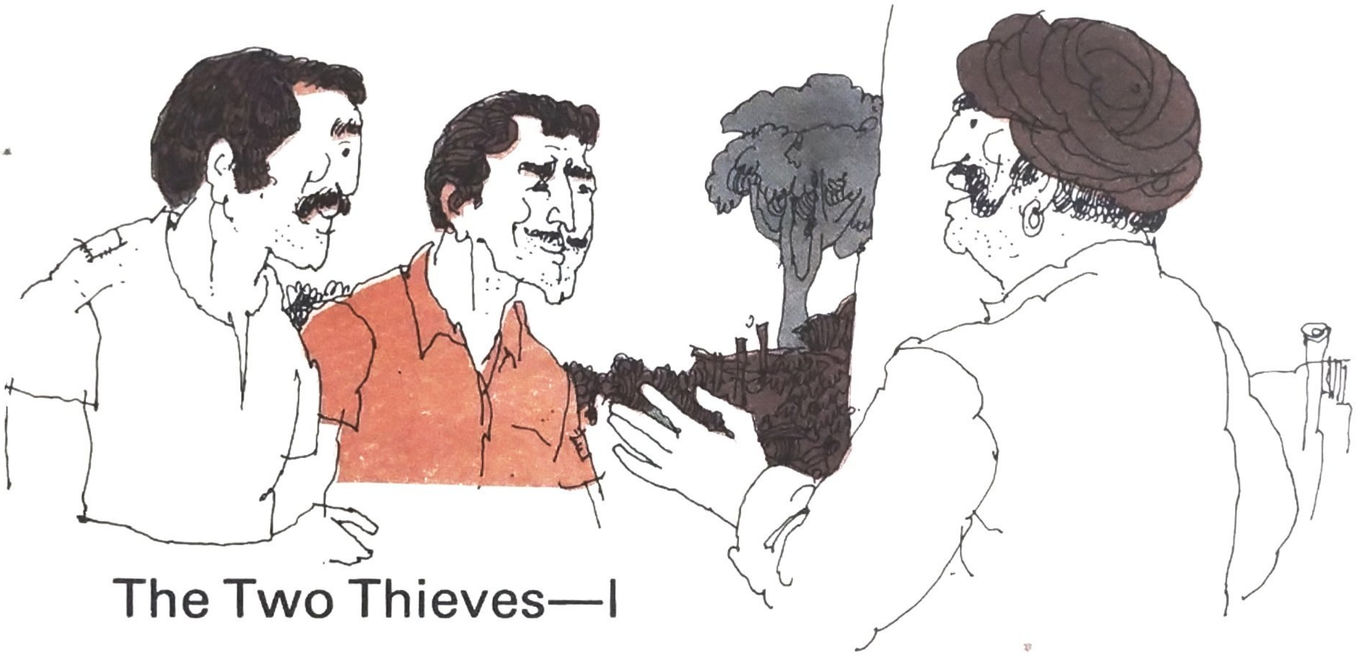
inquire
strong

cease
enormous

moist
slim

intelligent
generous

Have you ever thought about what you would like to do when you grow up? Write two or three paragraphs about what you would like to do and don't forget to say why you want to do it.



The Two Thieves—I

Once upon a time there lived two thieves who earned their money by stealing things from other people. The village that they lived in was small and everyone knew how the two thieves earned their living. Whenever anything in the village was stolen the blame was put on the thieves whether they had committed the theft or not. They got quite fed up with this state of affairs and one day they decided to leave the village to earn their livelihood in an honest way.

They travelled for some days and at last both were employed by a farmer. One was given the job of looking after the farmer's cow. The other was given the job of watering a champak plant in the farmer's garden.

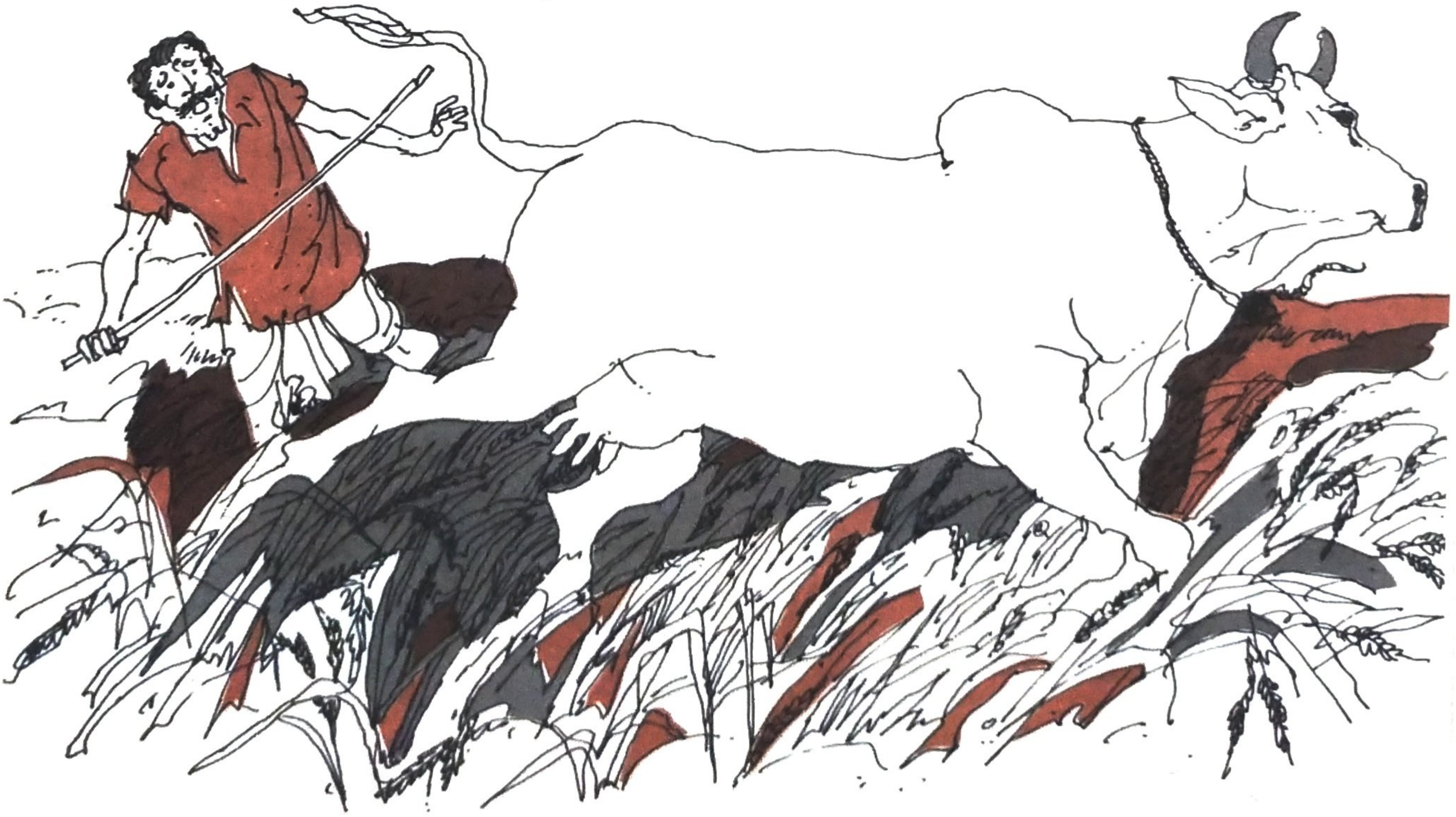
The elder thief, whose job it was to water the champak plant, started work early in the morning. He was instructed by the farmer to go on pouring water till some of it collected round the foot of the plant. He poured bucket after bucket on the plant but the water disappeared into the ground as soon as it was poured. When the afternoon came the thief was very tired of drawing water from the well, so he laid himself down on the ground, and fell asleep.

Meanwhile, the younger thief was also having a hard time. The cow which he had to tend was the most vicious in the whole country. He discovered this as soon as he got to the meadow on the far side of the village. The cow got loose and ran straight into a paddy field. It then disappeared into a sugar-cane field and destroyed much of the crop. While it was on its journey of destruction the thief chased it here and there.

The farmers, whose crops had been destroyed, heaped abuse not only upon the thief but on his father and his forefathers! By the end of the day the thief felt quite miserable. At about sunset he succeeded in catching the cow, which he brought back to the house of his master.

When the younger thief returned, the elder had just woken from his sleep. 'Brother, why are you so late in returning from the fields?' asked the elder.

'What shall I say, brother?' replied the younger. 'I took the cow to that part of the meadow where there is a tank, near which there is a large tree. I let the cow loose, and it began to eat the rich grass there without giving any trouble. I spread my towel on the grass under the tree; and there was such a delicious breeze that I soon fell asleep. I only woke up after sunset, and when I awoke I found the cow there beside me, grazing quietly. Now, tell me brother, how did you fare?'

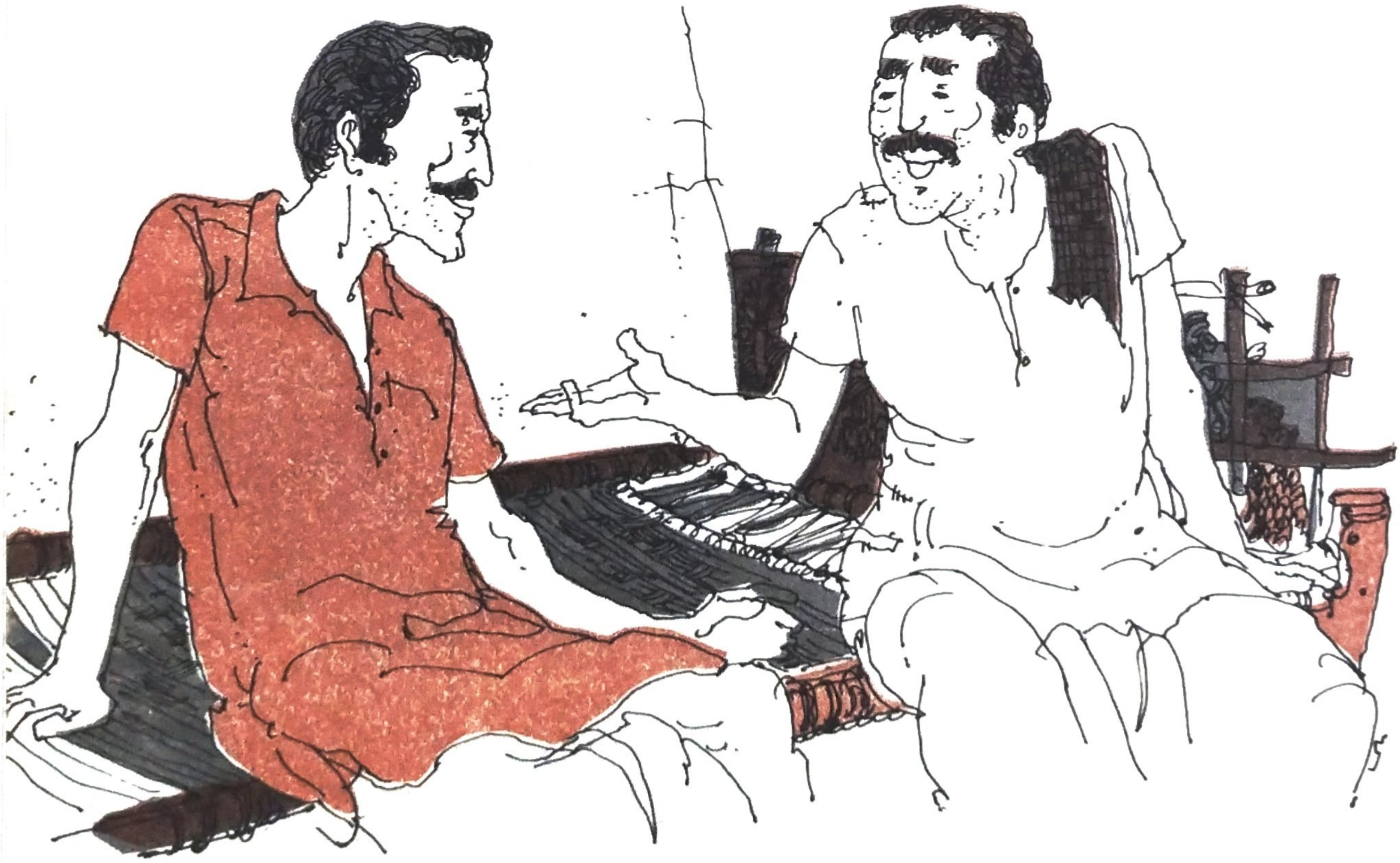


The elder brother said, 'I had a jolly time. I had poured only one bucketful of water on the plant, when a large quantity rested round it. So my work was done, and I had the whole day to myself. I laid myself down on the ground; I meditated on the joys of this new life; I whistled; I sang, and at last I fell asleep. I only woke up a short while ago.'

When this talk had ended each thief resolved to exchange jobs with the other. The elder believed what the younger had said was true and thought that tending a cow would be far easier than watering the plant. The younger thief thought that the elder had spent a restful day and he wanted to water the plant.

The elder spoke, 'Well brother, I think that tomorrow we can exchange jobs. Have you any objection?'

The younger replied, 'Not the slightest, brother. I shall be glad to do your work and you are welcome to do mine. Let me give you a bit of advice, though. Tomorrow, please take a *charpoy* with you as I found it a bit hard lying on the bare ground.'



Exercise A

Answer the following questions.

1. Why were the two thieves fed up with their village?
2. What did the two thieves decide to do?
3. What jobs did the two thieves get?
4. Whose job was easier?
5. What happened when the elder thief poured water on the plant?
6. What happened when the younger thief took the cow out to graze?
7. What was the reaction of the local farmers?
8. When the younger thief returned did he tell the truth about what had happened?
9. What did the elder thief say about his day?
10. Why did the younger thief tell the elder thief to take a *charpoy* with him?

Use the following words and phrases in sentences of your own.

blame, committed, theft, state of affairs, livelihood, instructed, a hard time, destruction, heaped abuse, delicious breeze, a large quantity, tending.

Here are some common collective nouns. The nouns name the group or collection of things; learn them.

bees—swarm, e.g. a swarm of bees.

sheep — flock
cows — herd
hounds — pack
ants — colony
stones — heap
hills — range

keys — bunch
puppies — litter
pigs — herd
fish — school
wolves — pack
cards — pack

Exercise B

Here are two idioms that might be used while telling the story of the two thieves.
to lead someone a dance
to lead someone up the garden path
The first one is used when someone is made to do harder work than is necessary. The second idiom is used when someone is deceived or misled.

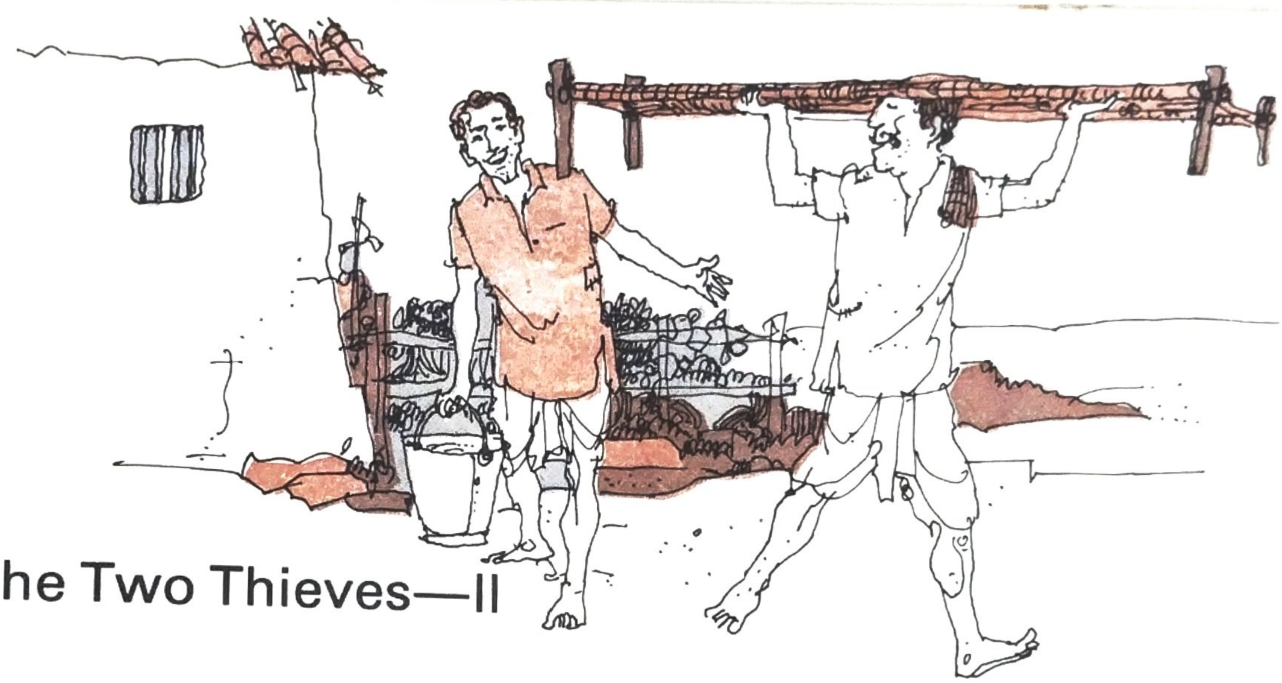
Here are some common idioms. See if you can match them with their meanings.

1. to hit below the belt
2. to kill two birds with one stone
3. to catch someone red-handed
4. to blow one's own trumpet
5. to take the bull by the horns
6. to put all one's eggs in one basket

a. to praise one's own good deeds.
b. to discover a person in the act of committing a crime.
c. to fight or argue unfairly.
d. to risk everything (money, time, etc.) on only one thing.
e. to undertake to solve a problem without hesitating.
f. to succeed in doing two things with only one effort.

Do you remember reading about subjects and predicates? Write suitable subjects before each of these predicates.

1. . . . caught the thief red-handed.
2. . . . was willing to take the bull by the horns.
3. . . . cleaned the dirty floor.
4. . . . had to find another job.
5. . . . made the students work hard.

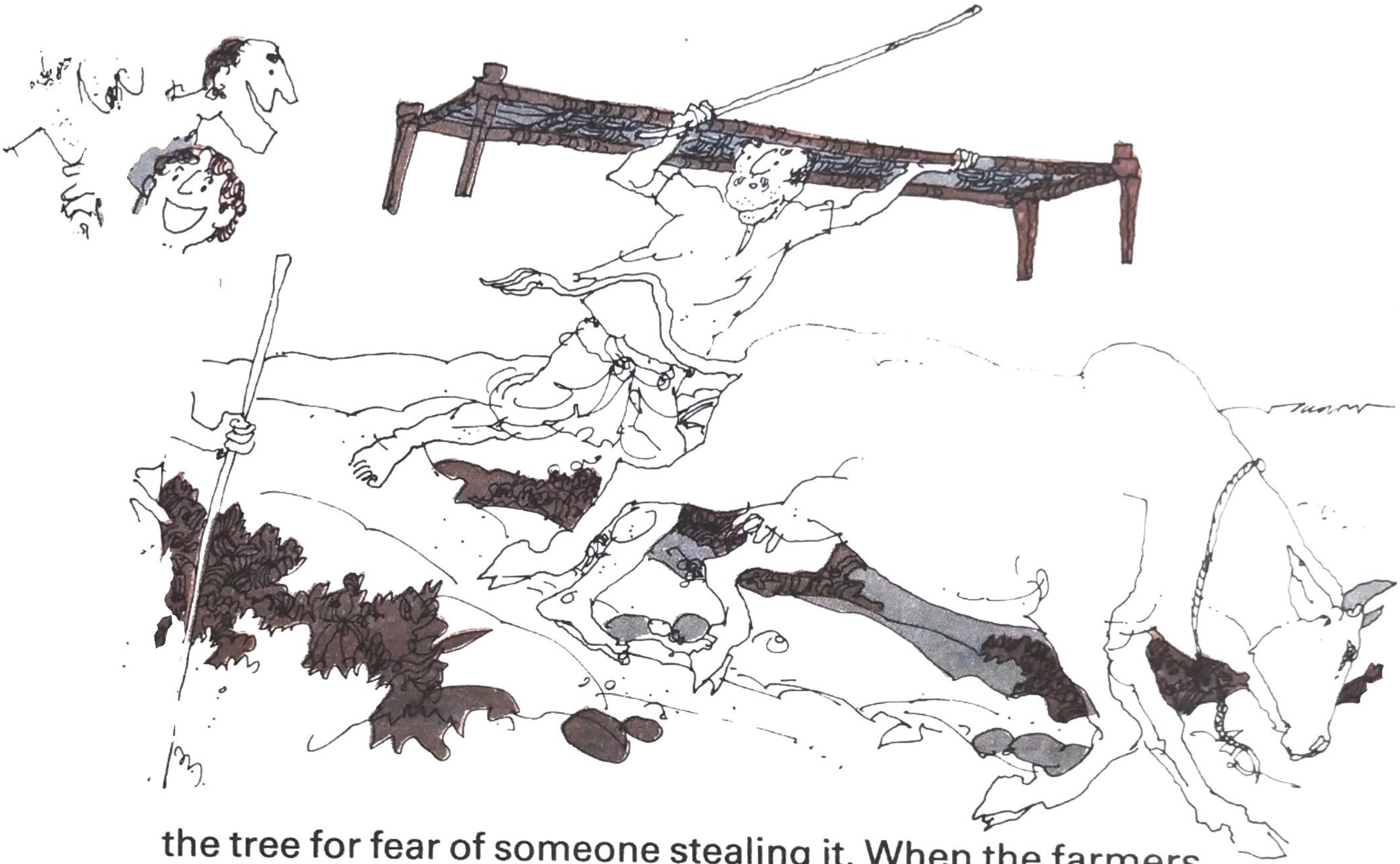


The Two Thieves—II

Early the following morning the elder thief went out with the cow. He did not forget to take with him a *charpoy* for his ease and comfort. The younger thief began watering the plant. He thought that one bucketful, or perhaps two, would be enough. But what a surprise he got when he found that even a hundred bucketfuls were not enough to wet the ground round the plant. As soon as he poured the water it was immediately swallowed up into the earth.

After many hours he was extremely tired. He lost count of how many bucketfuls of water he had poured on the plant; but still the water did not rest round the base of the tree. He had to draw each bucketful from the well and this made his arms very tired indeed. At sunset he was so tired that he gave up this joyless task.

The elder thief was in the fields; he was having a hard time too. In the morning he walked along the road with the cow and when he got to the tree beside the tank he put his *charpoy* down and let the cow loose. As soon as the cow was let loose it went scampering about in the meadow, jumping over hedges and ditches, running through paddy-fields, and spoiling sugar-cane plantations. The elder thief had to run about all day chasing the cow. He was sworn at by the farmers and got thoroughly tired. This was all done with the *charpoy* on his head as he dared not leave it under



the tree for fear of someone stealing it. When the farmers and other cowherds saw this man with a *charpoy* on his head, chasing a cow, they clapped, whistled, and made fun of him. The poor fellow, hungry and tired, and feeling very sorry for himself, at last caught up with the cow. He returned to the master's house well after the lamps in the village had been lit.

When the two thieves met in the house that evening they merely laughed at each other without speaking a word. They ate their dinner and then lay down to rest.

The younger thief asked, 'Well, how did you get on today, brother?'

'Just as you fared,' replied the elder, and added, 'I think that our former trade of thieving was much better than this honest labour. Have you ever come across such a vicious cow or such a champak tree before?'

'No, never,' said the younger. 'A vicious cow is not a rare thing, but I don't understand why the water keeps disappearing at the base of that plant.'

The elder thief sat up. 'I think that we should go and dig up that plant and see if there is a tank below its roots,' he suggested.

A little later when all was quiet in the house and the master and his wife were fast asleep the two thieves crept out of the house. They made their way towards the champak plant.

Exercise A

Answer the following questions.

1. What was the surprise that the younger thief got?
2. How many bucketfuls of water did the younger thief pour on the champak plant?
3. How did the elder thief spend his day?
4. Why did the farmers laugh at the elder thief?
5. When the two thieves met, why did they laugh?
6. What did the thieves decide to do? Why?

Put punctuation marks in the following. When you have finished you can check to see if you have put them in correctly by looking at the passage.

the younger thief asked well how did you get on today brother just as you fared replied the elder and added I think that our former trade of thieving was much better than this honest labour

Who might have said the following?

1. 'That villain told me one bucketful would do.'
2. 'I know why he asked me to carry a *charpoy*.'
3. 'Did you have a pleasant day, men?'
4. 'Look at that funny man with a *charpoy* on his head!'
5. 'My arms hurt.'
6. 'My legs ache.'
7. 'I'm going to give the other one a good run today.'

Exercise B

Look at the following sentences.

I want to climb the mountain.
She wants to swim in the lake.
He wanted to go to Agra last year.
I shall want to see a lot of films on television.

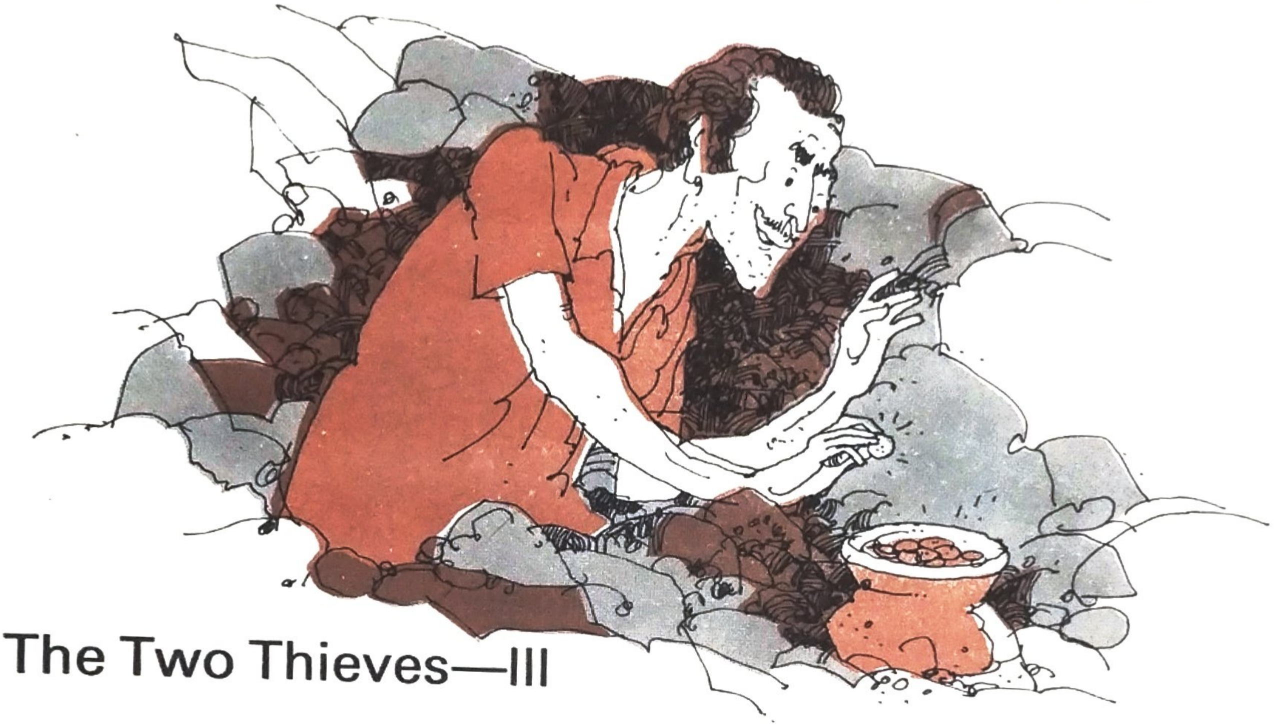
In each sentence you will find some words underlined twice. to climb, to swim, to go, and to see.
These are called infinitives. The verbs in the sentences with one line under them are called finite verbs.
You will notice that the finite verbs change. For example, I want or she wants or he wanted or I shall want. The infinitives, on the other hand, do not change; they always remain the same.
The finite verbs are the simple present tense, the simple past tense and the simple future tense.

Write out the infinitives in the following sentences.

1. Shyam and Priya decided to go on a picnic.
2. They asked their mother to give them some food.
3. They told her they wanted to swim in the river.
4. 'I don't want you to catch cold,' she said.
5. 'We only want to catch some fish,' replied Shyam.

Rewrite the following sentences using an infinitive instead of the word or words which are underlined.

1. She wants a sleep in the afternoons.
2. The dog was overjoyed at the sight of his master.
3. Maya asked if she could borrow some sugar.
4. The children laughed when they saw the tricks of the monkey.
5. Sheila was told that she must come home early.



The Two Thieves—III

It was not so very dark as the moon was shining and there were not many clouds in the sky. The two thieves took spades and shovels and began to dig round the plant. They took it in turns to dig. After digging a good deal the younger thief struck some hard thing with his shovel. Both the thieves became quite excited and were curious to know what it was.

'What have you found?' enquired the elder thief.

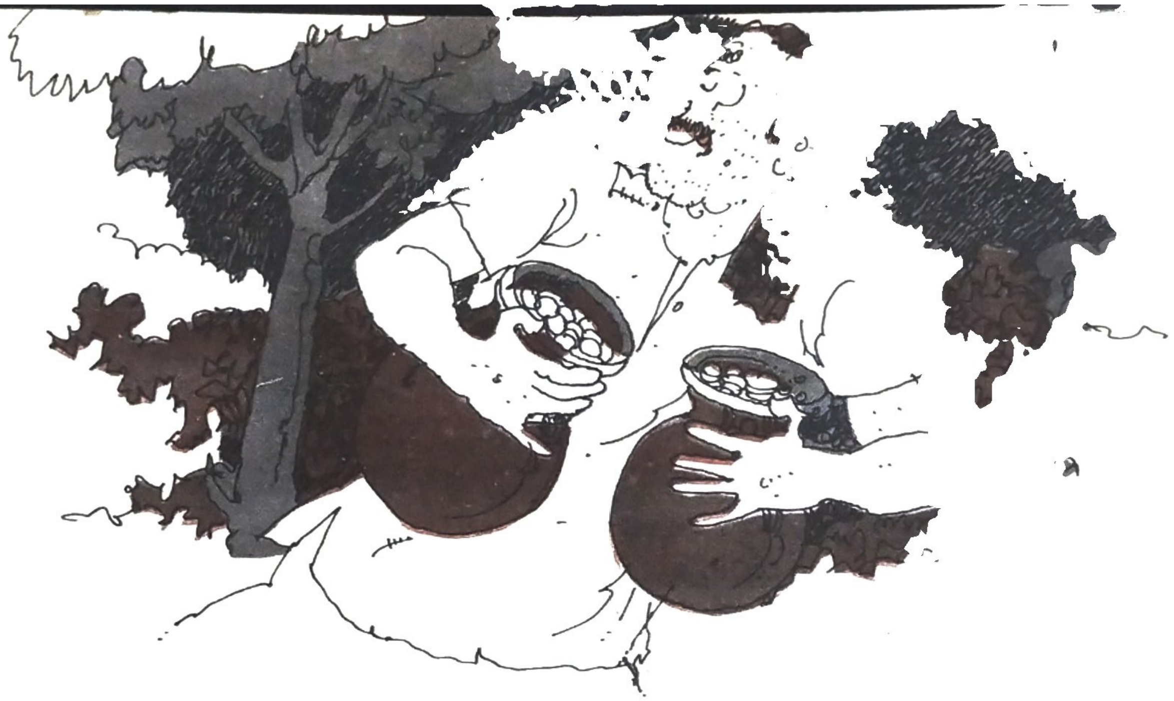
'I think it is a pot or something,' replied the younger.

'Do dig a bit faster and see what it is,' said the elder.

The younger thief continued to dig and when he looked more carefully he discovered that at the bottom of the hole there was a large jar. He thrust his hand into the jar and found it was full of gold coins. He hastily stood up and shovelled some earth over the top of the jar.

'Well, I don't think we can dig any more,' said the younger thief as he climbed out of the hole. 'There is a big stone in there. It's no use; we will never shift that.'

The elder thief suspected that the younger had indeed found something and was lying, but he did not say anything. He agreed that they should stop. Both the thieves went quietly into the house, lay down and went to sleep, but the elder thief only pretended to sleep.



An hour or two later, when the elder thief saw that the younger thief was asleep, he quietly got up and went to where they had been digging. He found the jar filled with gold coins. Digging a little nearer it he found another jar also filled with gold coins. He was overjoyed at finding such a treasure. He picked up both jars and resolved to keep them for himself. He went wih the jars towards the tank, and there beside the tank, he dug a hole in the mud, and hid the jars. He then returned to the house, lay down chuckling to himself and soon fell fast asleep.

The younger thief who had first found the jar of gold coins now woke and very softly left the room. When he got to the hole he found that the jar was not there. He immediately guessed that his friend had hidden the jar somewhere. He returned to the room and looked carefully at the elder thief to try and find some clue to where he had hidden the jar. He noticed that the feet of the elder thief were covered in thick, black mud just like that beside the tank.

'Aha,' he thought to himself, 'I know! This villain has hidden the jar near the tank.' He went swiftly to the tank and then stopped and scratched his head. The tank was large and the four banks were quite broad. There was not enough time to dig the whole bank. He suddenly had a very bright idea. Slowly he walked along all four sides of the tank. As he passed along three sides of the tank the frogs were disturbed and jumped into the water. On one side, however, there were very few frogs. He knew then that the jar must be hidden on that side. He was pleased with his brilliant detective work.

The younger thief soon found the spot where the jar was hidden. He was pleasantly surprised to find not only one jar but two.

Exercise A

Answer the following questions.

1. How did the thieves share the work?
2. Why did they become excited?
3. Why did the younger thief shovel some earth on top of the jar?
4. Why did the elder thief suspect that the younger thief was lying?
5. When did the elder thief get up and go outside?
6. Why did the elder thief chuckle?
7. Why did the younger thief stop and scratch his head?
8. What was the brilliant detective work that the younger thief did?

Match A with B.

A	B
Slowly he walked	the jar near the tank.
The villain had hidden	out of the hole.
He returned	along the banks of the tank.
The thief was surprised	to know what it was.
He resolved	to find two jars.
The younger thief climbed	to the room.
They were curious	to keep the jars.

Use the following words and phrases in sentences of your own.

took it in turns, a good deal, became excited, discovered that, suspected, fell fast asleep, overjoyed, noticed, pleasantly surprised, passed along.

Exercise B

Read quickly through Exercise B on page 86. Then read this page.

Sometimes an infinitive is used as the subject of a sentence. For example:

To swim after a meal is dangerous.
To live happily is extremely difficult.
To tell lies is not a good thing.

Sometimes the infinitive is used as the object of a sentence. For example:

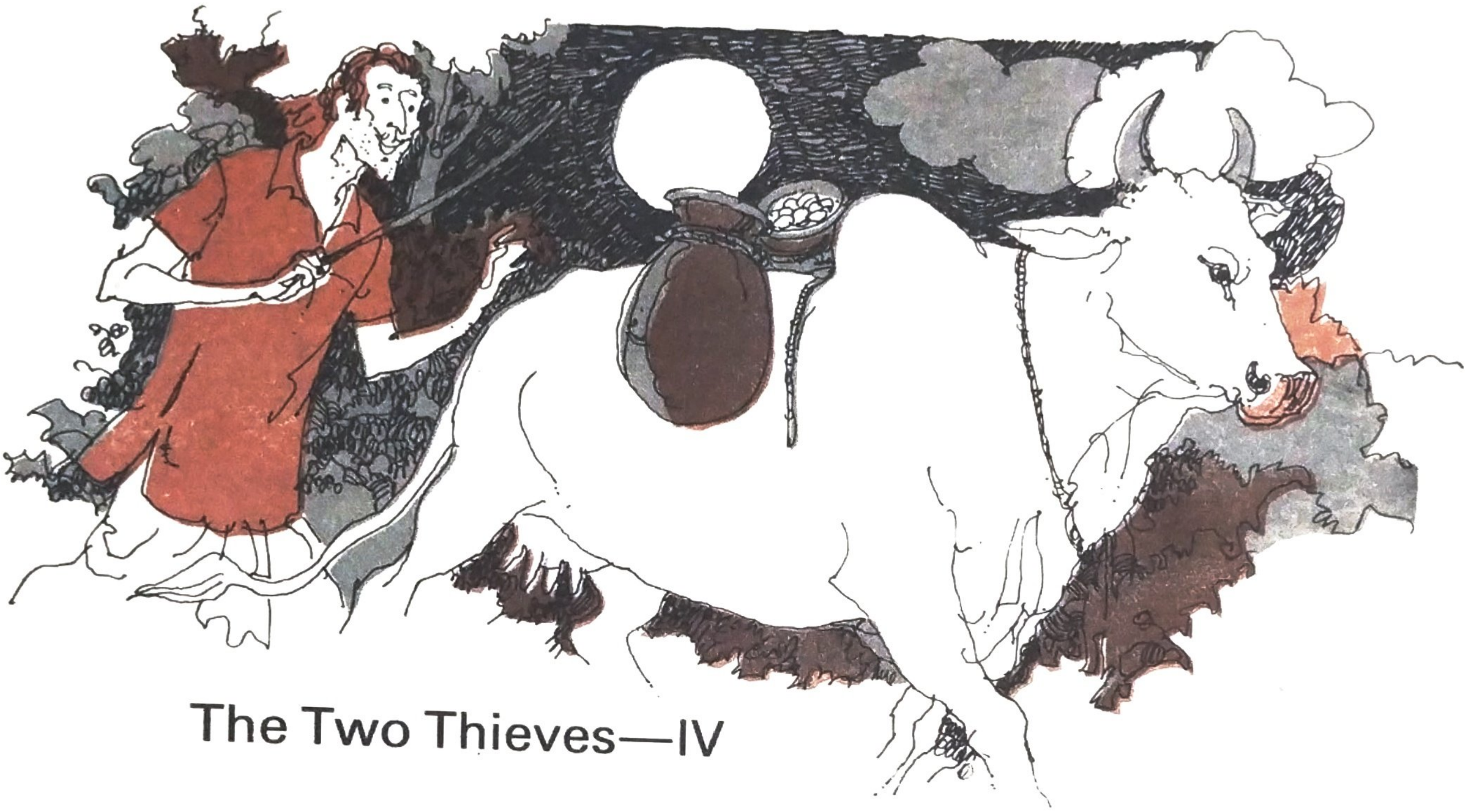
My mother wants to open a shop.
My sister tried to paint a picture.
I don't want to eat sweets between meals.
She asked to see the King.

Sometimes the infinitive is used as an adverb. For example:

The holy men lived to help other people.
The girl saved up to give her mother a present.
My brother waved his hand to attract my attention.

Use suitable infinitives in the spaces below.

1. The man helped . . . my friend.
2. They wanted . . . their books on the shelf.
3. The policemen helped the boy . . . the road.
4. The child asked . . . home.
5. The dog tried . . . the bone.
6. . . . . tigers is very difficult.
7. The boys worked hard . . . some money.



The Two Thieves—IV

The younger thief picked up both jars and went straight to the shed in which the cow was tied. He put the two jars on the cow's back and began to walk back to his native village.

When the elder thief woke up he was surprised to find his companion was not still beside him. He went quickly to the tank and found that the jars were not there. He went to the cowshed and found that the cow was not there, either. He knew at once what must have happened.

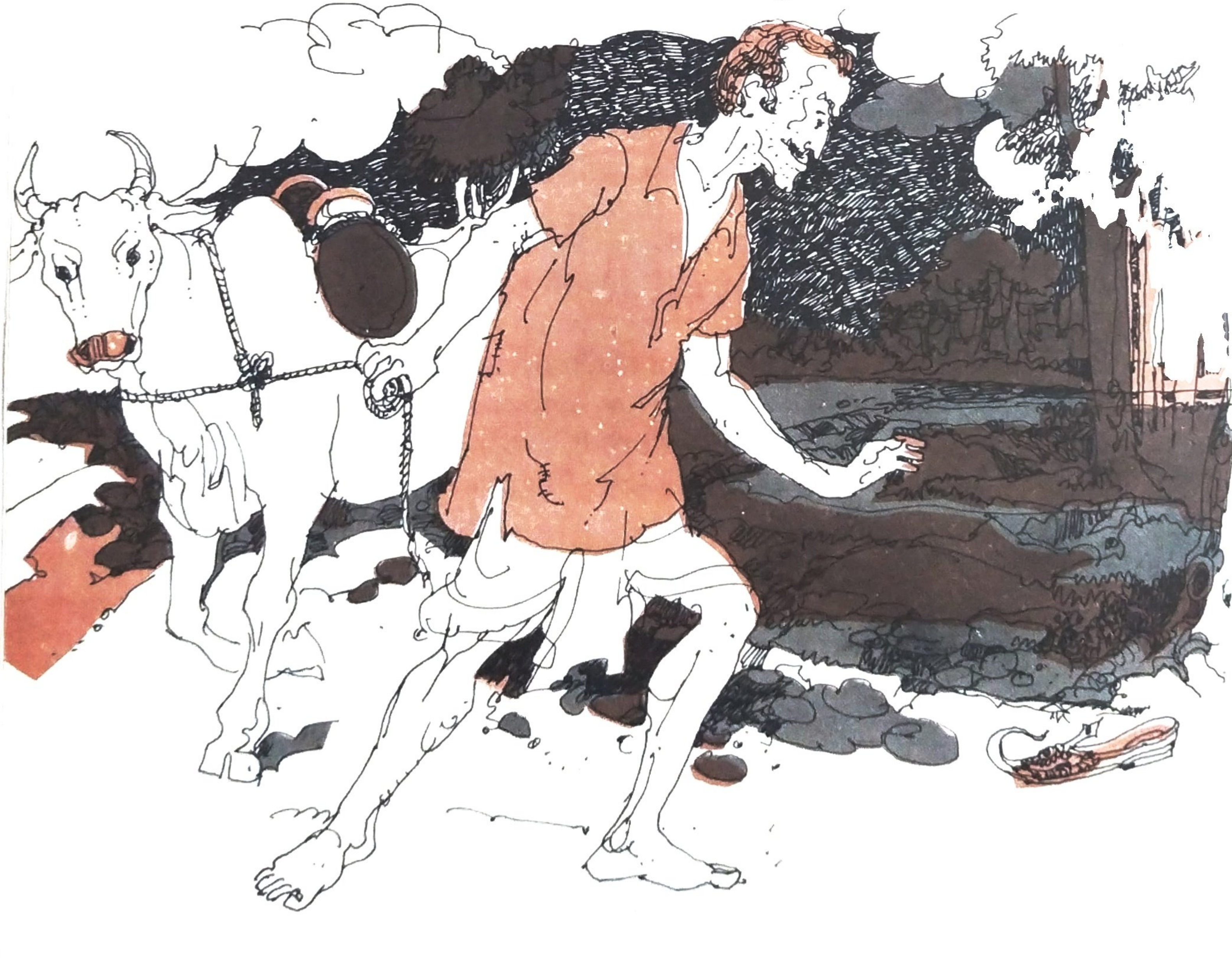
'That clever fellow has not only taken the jars but the cow as well,' he said to himself. 'I expect he must be on the way home.' He left at once to try and overtake his companion on the road.

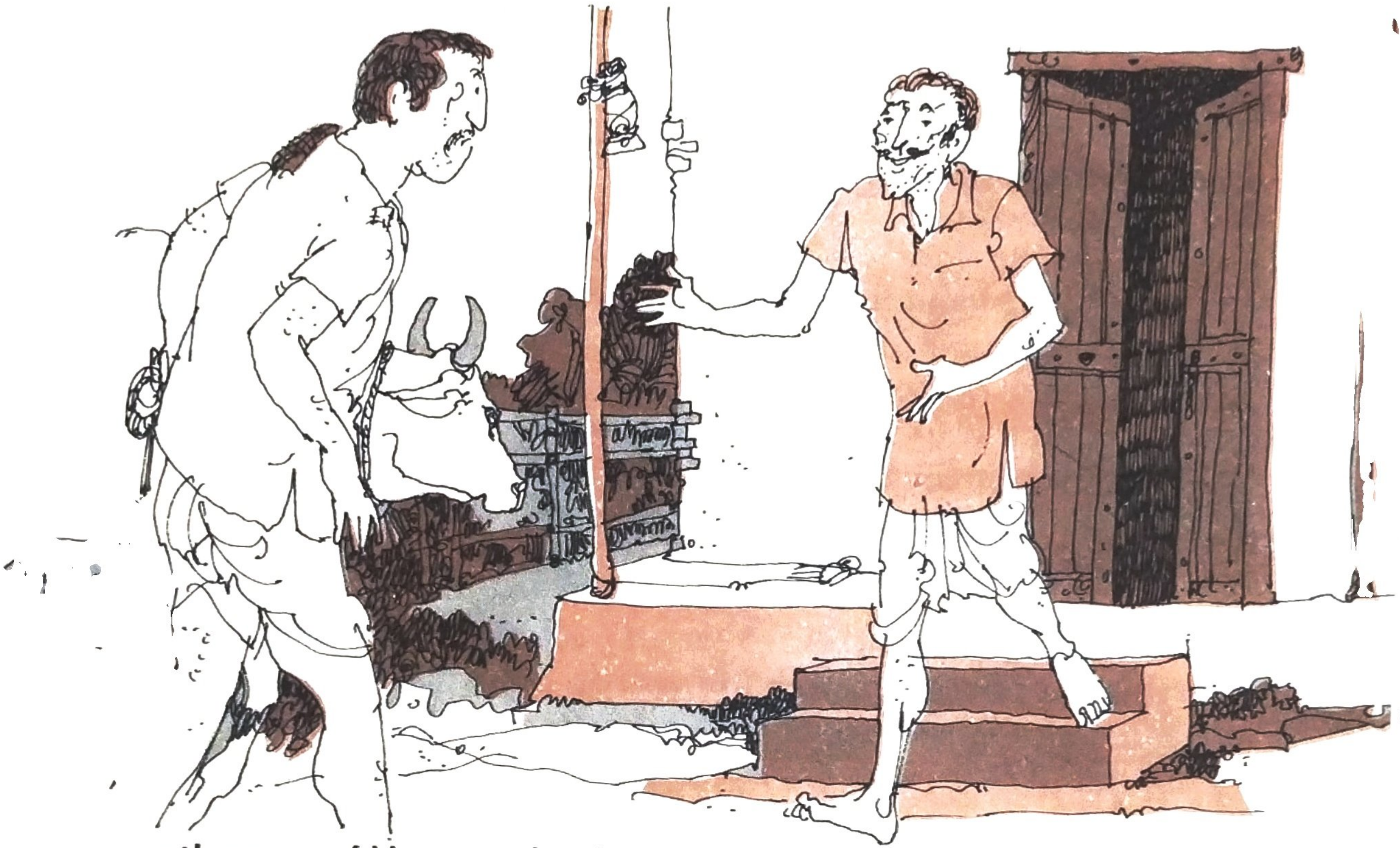
As the elder thief passed through the town he had an idea. He stopped at a shoe shop and spent all his money on the finest pair of shoes in the shop. The shoes looked very grand indeed as they were covered in gold lace.

The elder thief soon caught sight of the younger thief on the road ahead. By taking some short cuts and walking very fast he was soon quite far ahead of his companion. He threw down one of his expensive shoes onto the road and then walked on for another 200 yards and dropped the other one near a tree. Quickly he climbed up into the tree and hid among the thick leaves.

The younger thief walked slowly along the road dragging the vicious cow behind him. As he trudged along he saw the first shoe in the road. 'Oh what a beautiful shoe that is!' he said to himself. 'It is a pity that there is only one shoe. If there were two my poor feet would have been saved.' So without picking up the shoe he walked on. Soon he came to the second shoe. 'Ah, here is the other shoe!' he said to himself. 'What a fool I was that I did not pick up the first one.'

The younger thief tied the cow to the tree and picked up the shoe. He said, 'It's not too late. I will go back for the





other one.' He went back along the road to fetch the first shoe. As soon as he was gone the elder thief leaped out of the tree and, taking the cow with him proceeded quickly towards his native village. When the younger thief returned to the tree he found that his cow and his jars were not there. He knew straight away that this must be the work of his companion.

The younger thief walked as fast as his legs could carry him, and reached his village long before the elder thief with the cow. He hid himself near the door of the elder thief's house. The moment the elder thief arrived with the cow, the younger thief stepped forward and said, 'So you have come home safely, brother. Let us go in and divide the money.'

Both the thieves burst out laughing. They entered the house and sitting down on the floor began to divide the gold coins. When each had received an equal share there was still one coin left over. Of course they could not decide how to divide that coin; but that is another story.

Exercise A

Answer the following questions.

1. What did the elder thief do as he passed through the town?
2. How did the elder thief overtake the younger thief on the road?
3. What did he do when he was ahead of the younger thief?
4. Why did the younger thief leave the shoe where it was?
5. Why did the thieves burst out laughing?
6. Do you think it would have been possible for the two thieves to lead honest lives? Give your reasons.

The following sentences are about part of the story of the two thieves but they are in the wrong order. See if you can put them in the correct order.

1. The elder thief waited in a tree.
2. The elder thief soon overtook the younger one.
3. He looked for the jars but they were not there.
4. Two hundred yards along the road, he threw down the other.
5. Soon the younger thief came along the road and saw the shoe.
6. He knew that his companion had taken them.
7. The elder thief woke up and found his companion had gone.
8. He went through the town and bought a pair of shoes.
9. The younger thief picked up the jars and set off for his village.
10. He threw a shoe down onto the road.

After reading all four parts of the story about the two thieves you must have quite a good picture of what kind of men they were. How do you think they shared the last coin? Write a paragraph or two about what happened.

Exercise B

Can you complete the following proverbs?

1. Don't cross your bridges . . .
2. Barking dogs . . .
3. The early bird . . .
4. Better late . . .
5. Half a loaf . . .
6. It takes two . . .
7. A stitch in time . . .
8. Too many cooks . . .
9. Once bitten . . .

Write the opposites of these words.

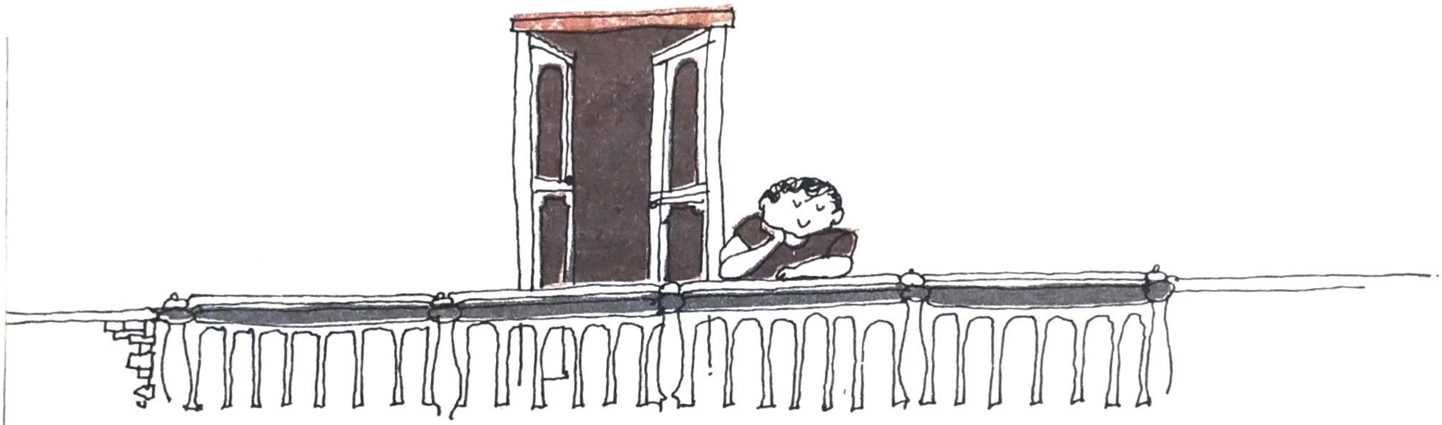
often
remember
busy
noisy
float
tough
enemy
loose
last
narrow
many
dead

Here are some adjectives. Find out what they mean and use them in sentences of your own. Don't forget that you should think of a suitable noun which each adjective describes.

gorgeous
fragrant
marvellous
accurate
devoted
customary
colossal
deafening
affectionate

See if you can match the columns to make proverbs.

A	B
All that glitters	be choosers.
A bird in the hand	over a stile.
Help a lame dog	make light work.
Many hands	but it pours.
It never rains	is not gold.
Everything comes	to him who waits.
Beggars cannot	is worth two in the bush.



'My parents kept me from children who were rough'

My parents kept me from children who were rough
And who threw words like stones and who wore torn
  clothes.
Their thighs showed through rags. They ran in the street
And climbed cliffs and stripped by the country streams.
I feared more than tigers their muscles like iron
And their jerking hands and their knees tight on my arms.
I feared the salt coarse pointing of those boys
Who copied my lisp behind me on the road.

They were lithe, they sprang out behind hedges
Like dogs to bark at our world. They threw mud
And I looked another way, pretending to smile.
I longed to forgive them, yet they never smiled.

Stephen Spender

Exercise

The poem on page 96 was written by Stephen Spender (1909–77). Stephen Spender wrote many volumes of poetry. Most of his poems were short lyrics. He wrote many poems about the war and also about political ideas. This poem is one of many in which he looks at the individual and particularly at the suffering of a small boy.

Here are some explanations to help you understand the poem better.

threw words like stones	shouted, used nasty language.
stripped	took their clothes off.
coarse	rough, ill-mannered.
lisp	speech which is imperfect (like that of a child) using the sound *th* instead of *s*, i.e. *yeth* instead of *yes*.
lithe	flexible; able to move with speed and ease.

Answer the questions.

1. Were the poet's parents successful in keeping him away from rough children?
2. In what ways did the rough children harm the poet?
3. What are the things the poet feared the most?
4. Why do you think the poet says he pretended to smile?

Write a short description of the rough boys in the poem. What did they look like? How did they behave? What did they like doing?

Add a word to each of the following to make a new word.

e.g., car + pet = carpet

sun . . .

. . . ter

. . . tist

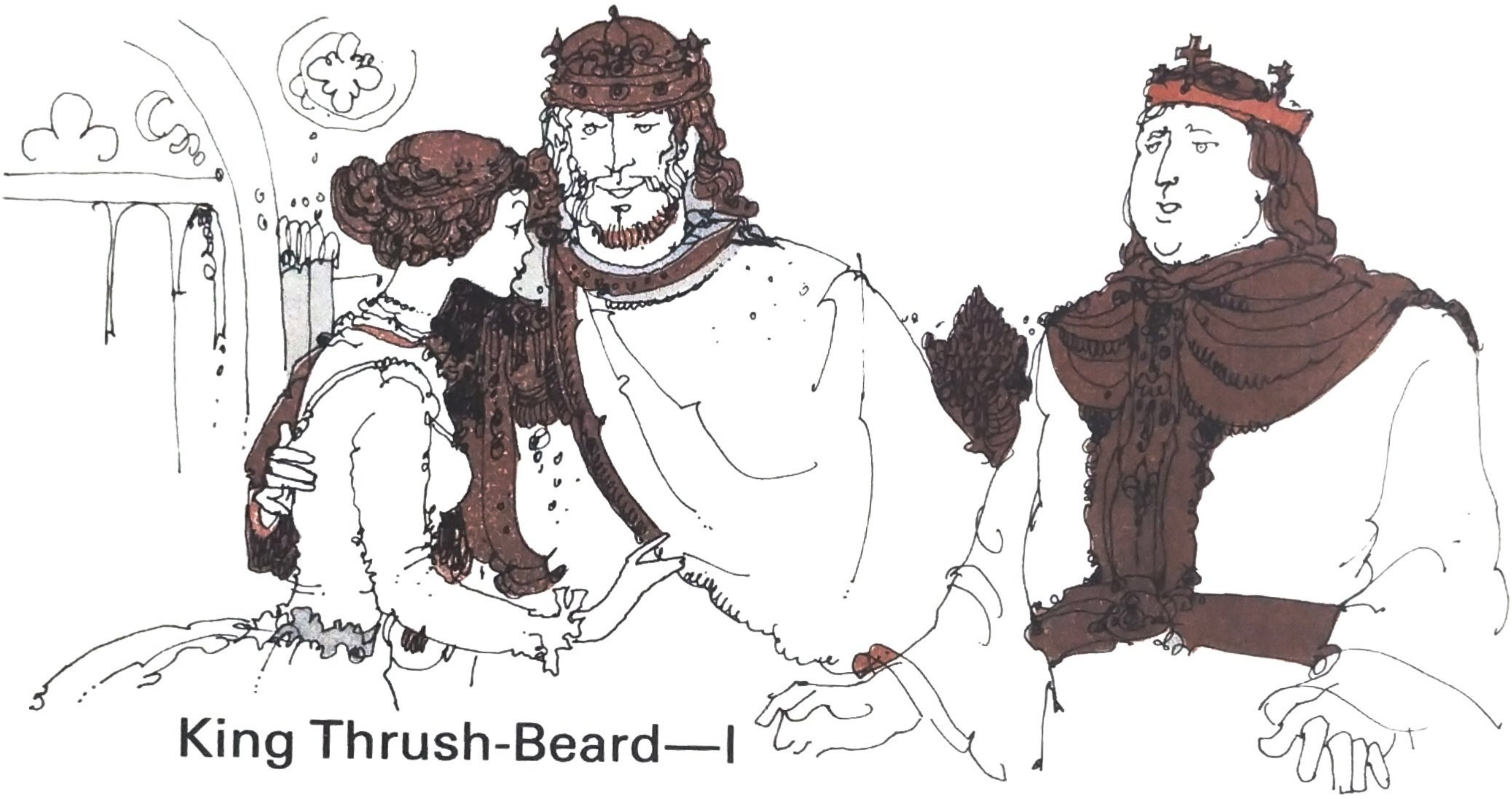
. . . der

fel . . .

cour . . .

. . . gain

. . . ger



King Thrush-Beard—I

There was once a king who had an exceedingly beautiful daughter. She was beautiful but because of it she was very proud and haughty. No suitor was good enough for this vain princess; she turned her back on everyone who came to seek her hand in marriage. She also made fun of her suitors.

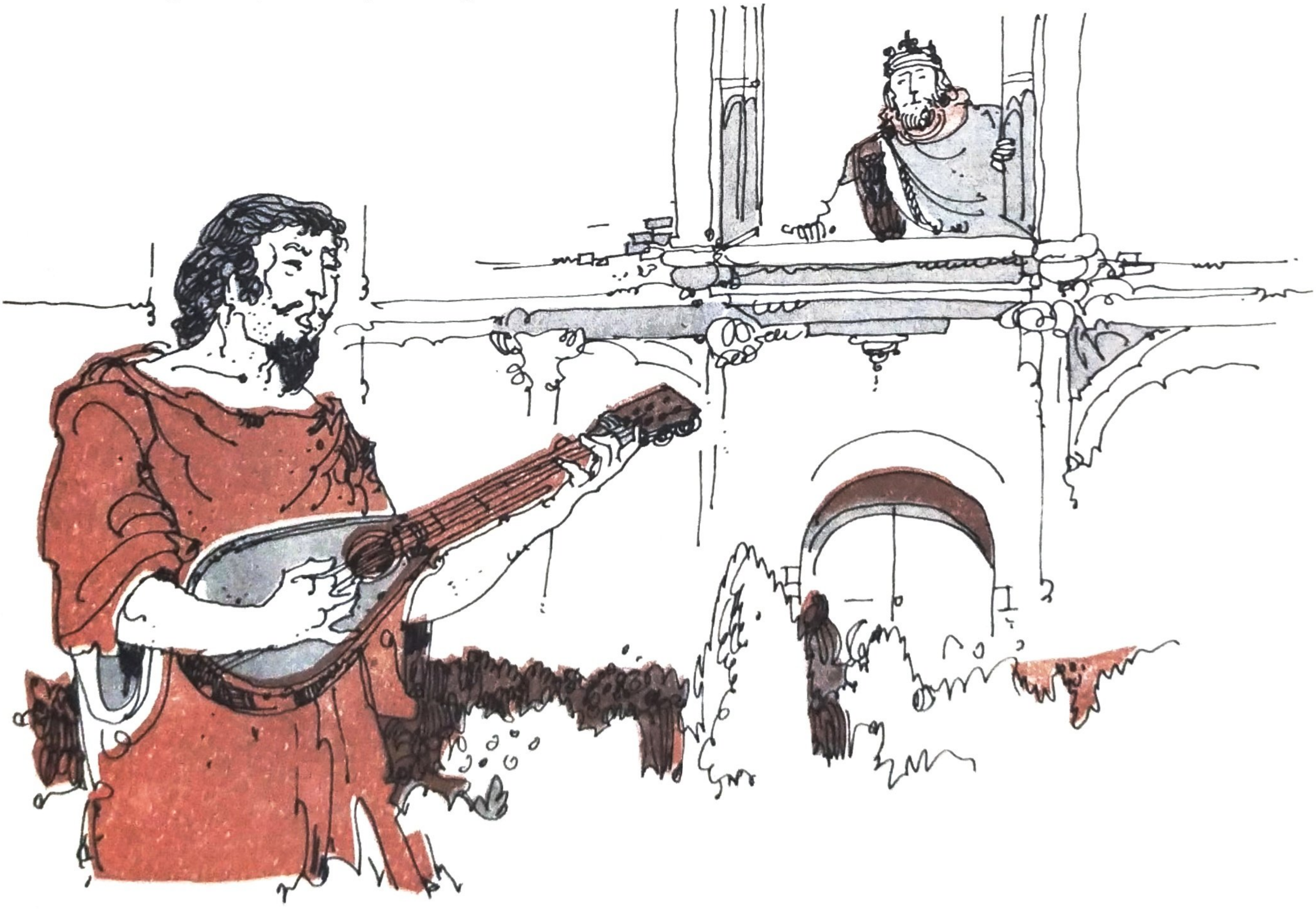
Once the king proclaimed a great festival, and invited from far and near many young kings, princes and noblemen. Big tents were erected and when the guests arrived all the young men were asked to wait in a row according to their rank. The princess was led along this row of suitors and instead of being polite she was most rude.

The first young man in the row was a king, but all the princess could say about him was, 'Oh this one is too fat! The wine-tub!' The next was too tall; she remarked, 'Long and lanky has no grace.' The third was too short and fat; 'Too stout to have any wits,' was her comment. The fourth was too pale; 'Like Death himself,' said she. The fifth was not straight enough, and she called him, 'a green log scorched in the oven!'

And so she went on, nicknaming every one of the suitors. The one whom she made the most fun of was a young king whose chin had grown rather crooked. 'Ha, ha!' she laughed, 'he has a chin like a thrush's beak;' and after that day he was known by the name of Thrush-Beard.

The old king, however, was most upset. He did not like his daughter's behaviour one little bit. He got so angry that he swore his daughter should marry the first decent beggar who came to the gate.

A few days later a travelling musician came to the palace. He sang some songs under the windows in the hope that he would earn some money. As soon as the king heard him he ordered his servants to bring the musician to his room. The man was brought. He was dirty, unshaven and dressed in ragged clothes. When he had sung for the king and the princess he begged for some money. The king said, 'Your song has pleased me so much that I will give you my daughter for a wife.'



The princess was quite amazed and quite frightened, but the king said to her, 'I took an oath that I would give you to the first beggar. Here he is. Now I aim to see that my wish is carried out.'

The princess could do nothing to stop her father from carrying out his plan. All her pleas were in vain. The king called for a priest and the princess was married to the beggar-musician. When the marriage ceremony was performed, the king said, 'Now, it is not a good idea for you to stay here with your husband in my house. You must go with him, travel about the country and do as he wishes.'

So the beggar man led the princess away. She was forced to trudge along with him on foot.

Exercise A

Answer the following questions.

1. Was the princess humble and kind?
2. Who did the king invite to the festival?
3. What did the princess say about the short, fat suitor?
4. How did King Thrush-Beard get his name?
5. Why was the old king very upset?
6. What did the old king swear to do?
7. How did the old king teach his daughter a lesson?
8. Was the musician rich?
9. How did the musician earn his money?
10. Did the king have his wish?

Make a list of the people who attended the festival. Beside each description write the nickname given to that person by the princess.

Write a short paragraph describing the princess.

Use these words and phrases in sentences of your own.

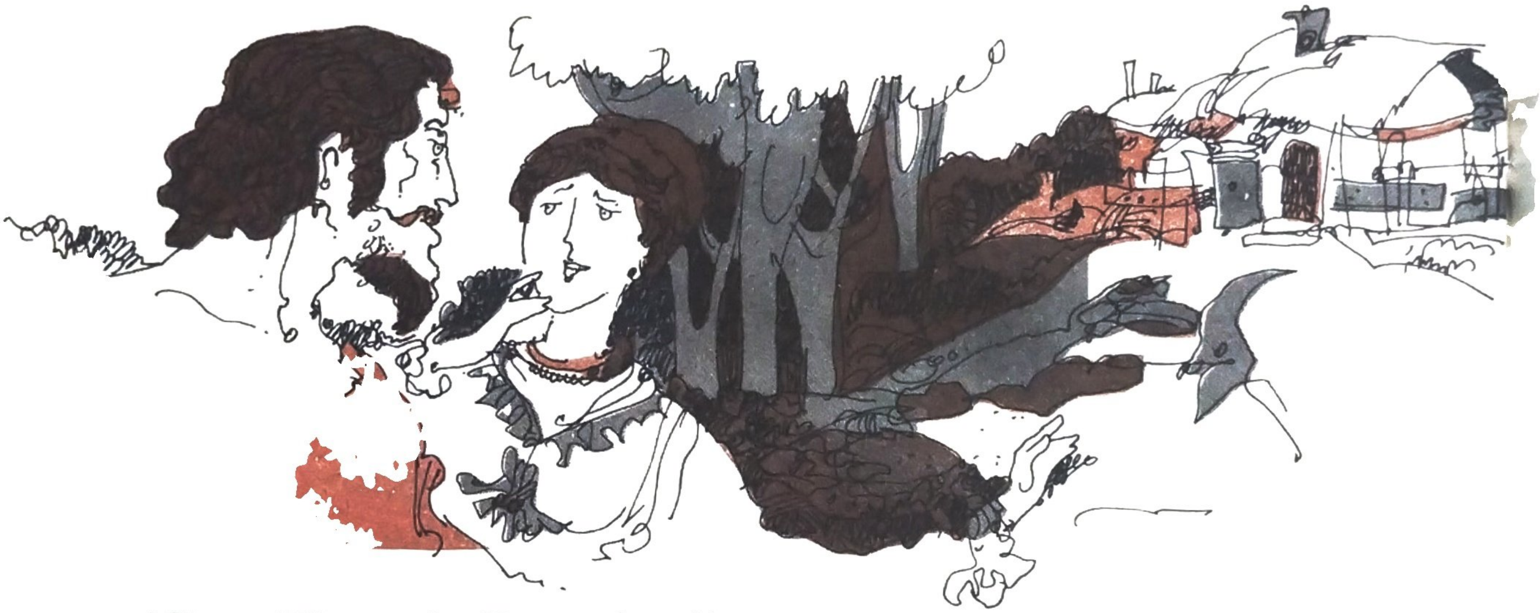
turned her back on, proud and haughty, according to, one little bit, pleased me so much, taken an oath, in vain, was forced to, on foot, behaviour.

Exercise B

Do you remember what you learnt about gerunds, participles and infinitives? Here they are again.

1. Gerunds are nouns made from verbs. They end in -ing.
   Swimming is good, eating is good, too.
   I like reading even better.
2. Participles are adjectives made from verbs.
   a. Present participles end in -ing.
   The crying boy made me angry.
   The sleeping child looked beautiful.
   b. Past participles end in many ways.
   The broken doll lay on the floor.
   The torn dress was hanging on the line.
3. Infinitives are verbs with to before them.
   I want to go home.
   I hope to learn typing next week.

You will notice that gerunds end in -ing and present participles also end in -ing. Remember that gerunds do the work of nouns and participles do the work of adjectives.
The singing children went into the classroom.
(singing takes the place of an adjective; it is a participle).
Cycling is very enjoyable.
(cycling takes the place of a noun; it is a gerund).



King Thrush-Beard—II

The beggar-musician and the haughty princess walked along the road from the palace and passed through the town. Soon they came to a large forest and she asked, 'To whom belongs this beautiful wood?'

The beggar who was a few paces behind her did not hear her question, but an echo replied,

'King Thrush-Beard the good!
Had you taken him, so was it thine.'

The princess sighed deeply, 'Ah, silly,' said she, 'What a lot could have been mine had I married King Thrush-Beard!'

Next they came to a meadow and the princess asked, 'To whom belongs this meadow so green?'

'To King Thrush-Beard,' was again the reply.

Again the princess sighed and grieved about her silly mistake. Whenever she asked the same question about the hills, the gardens, the river and the other beautiful places that they passed she received the same reply. Everything belonged to King Thrush-Beard.

After some time they came to a very small hut, and the princess said, 'Dear me, to whom can this miserable, wretched hovel belong?'

The beggar replied, 'That is my house, where we shall live together.'

The princess had to stoop to go into the house and when she was inside she asked, 'Where are the servants?'

'What servants?' exclaimed the husband. 'There are no servants. You will have to do all the work yourself. Now make a fire and cook my dinner.'

The princess, however, knew nothing about cooking so the beggar had to cook the meal himself. After they had eaten their simple meal they went to sleep.

In the morning the husband woke his wife very early, so that she could start cleaning the house. For a few days the couple lived like this and soon what little food there was in the house was finished.

'Wife,' said the husband one day, 'You must now earn some money. You can't stay at home all day, doing nothing: you must weave some baskets.'

So the husband went out and cut some long twigs. He brought them home and gave them to his wife, but when she tried to bend them the twigs wounded her hands and made them bleed.

'I see that won't suit you,' said her husband. 'You had better spin.'

When she sat down to spin the thread cut her tender fingers very badly. Once again the blood flowed freely.

'Oh, I made a bad bargain in taking you,' cried the husband when he saw how all the thread was spoiled. 'Now I must make a business in pots and earthen vessels; you shall sit in the market and sell them.'

Exercise A

Answer the following questions.

1. Why did the princess grieve?
2. What did the echo say to the princess?
3. What did the princess ask when she entered the hut?
4. Who was the owner of the green meadow?
5. Why did the husband wake the princess very early?
6. Was the princess a good cook?
7. What work did the husband ask the princess to do?
8. Why did the husband say, 'I made a bad bargain taking you'?
9. Why could the princess not make baskets or spin?
10. Was the husband pleased with his wife?

Complete the following sentences.

1. The princess grieved about . . .
2. The princess had to stoop to . . .
3. After they had eaten . . .
4. He woke her early so that . . .
5. The couple made a business . . .

Find words or phrases in the passage which have the same meaning as the descriptions below.

1. proud; thinking too much of oneself
2. a field or piece of grassland
3. foolish; unwise
4. bend down
5. a man and wife; a pair
6. made out of clay or earth
7. got something worthless (made a bad . . .)

When you have found the words use them in sentences of your own.

Exercise B

Write down the present participles in the following sentences. Remember that they are being used as adjectives.

1. She told us an amusing joke yesterday.
2. The man spoke kindly to the crying child.
3. We saw the boy walking down the road.
4. The flying ducks were shot by the hunter.
5. The man was frightened by the barking dog.

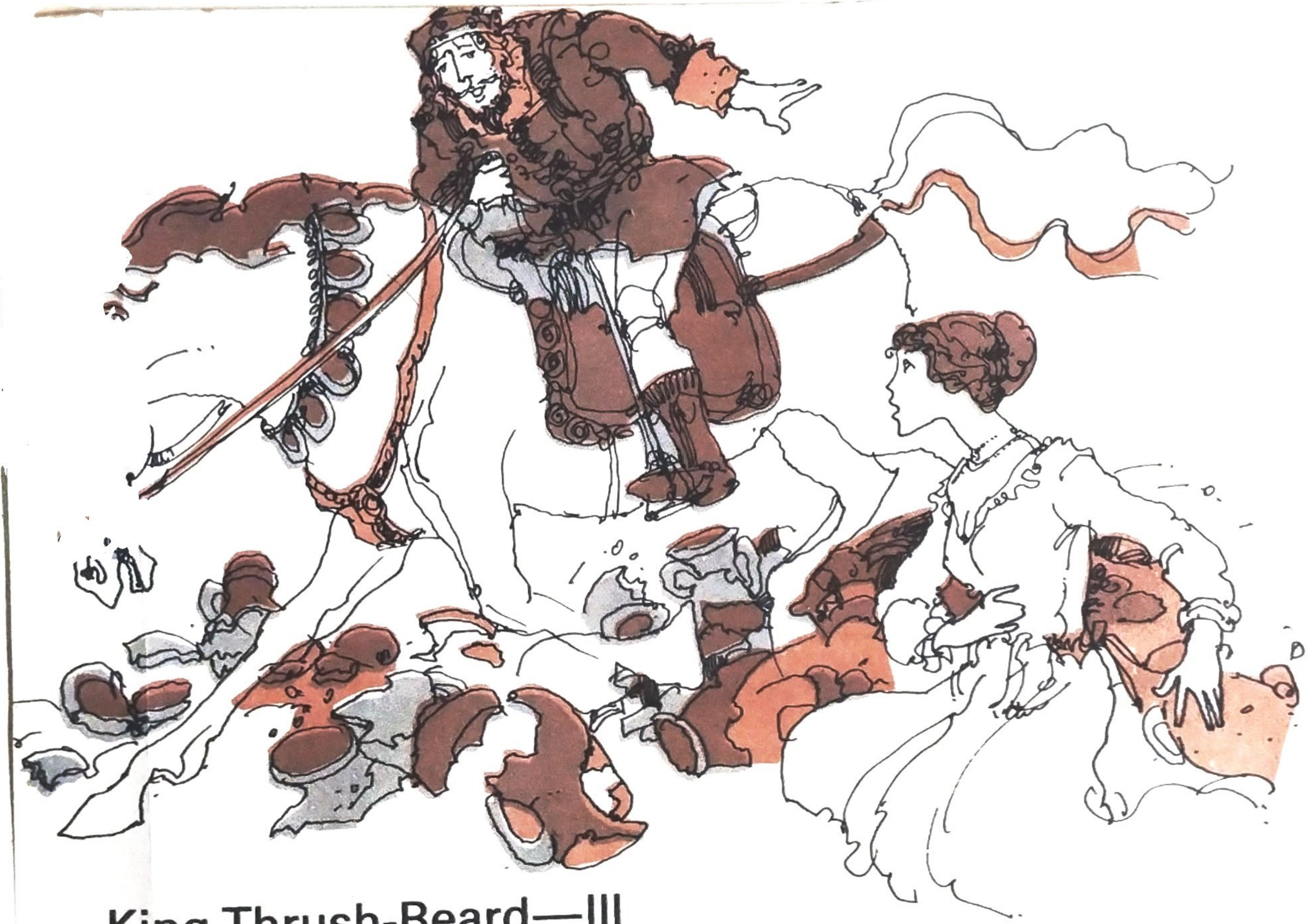
Write down the names of actions in the following.

They are doing the work of nouns. They are called gerunds.

1. Shouting in the class is not allowed.
   (What is not allowed? Shouting (in the class) is not allowed.)
2. Painting is a good way to relax.
3. I don't remember seeing you before.
4. The room needs cleaning.
5. We like to watch good dancing.

Can you match the following?

write	to take another's property
right	to pause or stay
steal	correct; the opposite of left
steel	stillness; quiet
wait	plural of foot
weight	an opening
hole	to form words on a surface
whole	a bit of something
peace	complete; all of something
piece	a skilful or brave deed
feet	how heavy a thing is
feat	a very hard material



King Thrush-Beard—III

The princess did not want to sit in the market place and sell pots. She did not mind working at home where no one could see her, but her fear of being recognized was great.

'What if someone from my father's kingdom sees me selling pots in the market?' she said to herself. All her excuses to her husband, however, were in vain; she had either to sell pots or die of hunger.

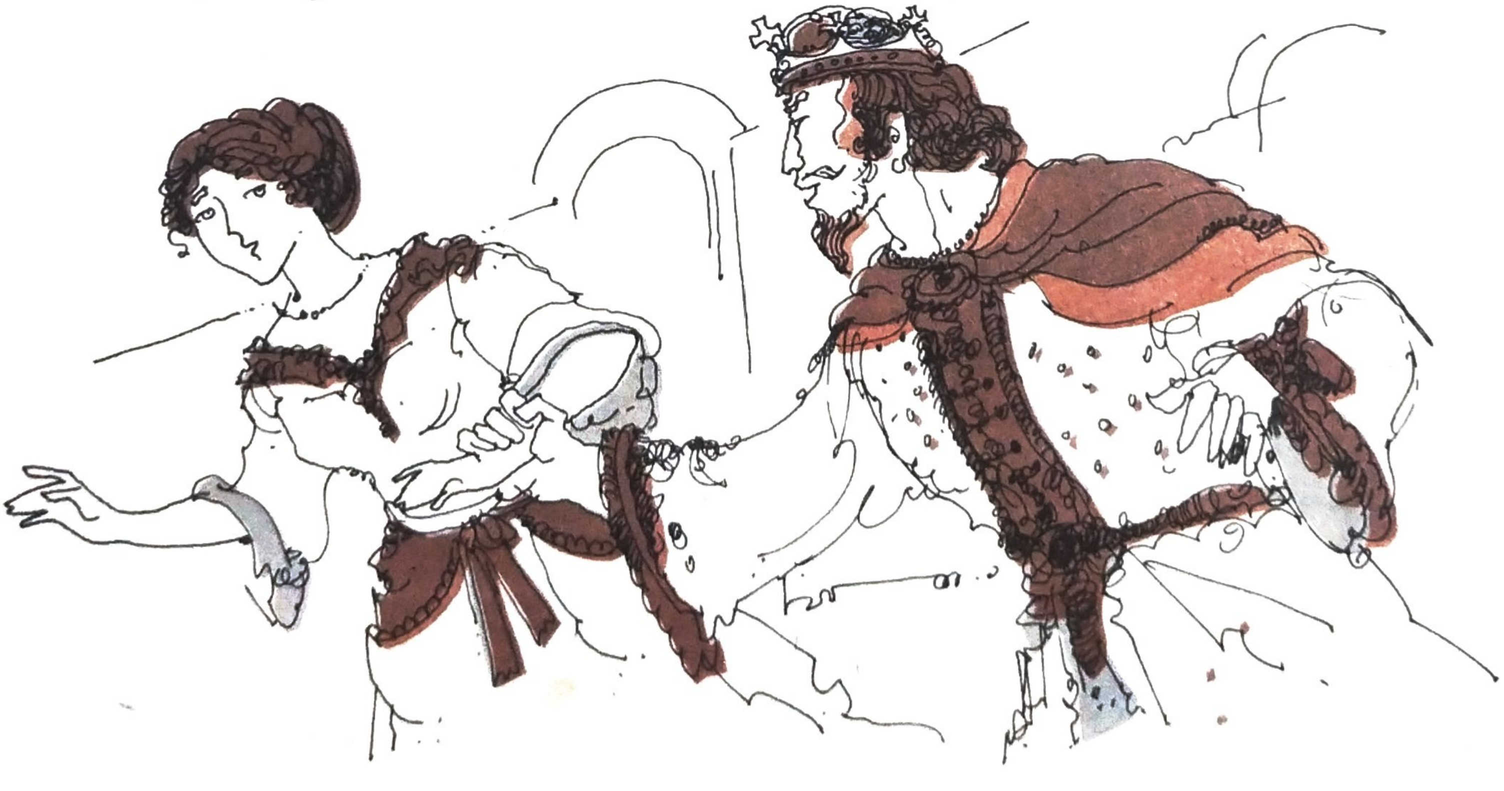
The first time in the market all went well. People bought her pots because she was so pretty. So she and her husband were able to live on what she earned by selling the pots.

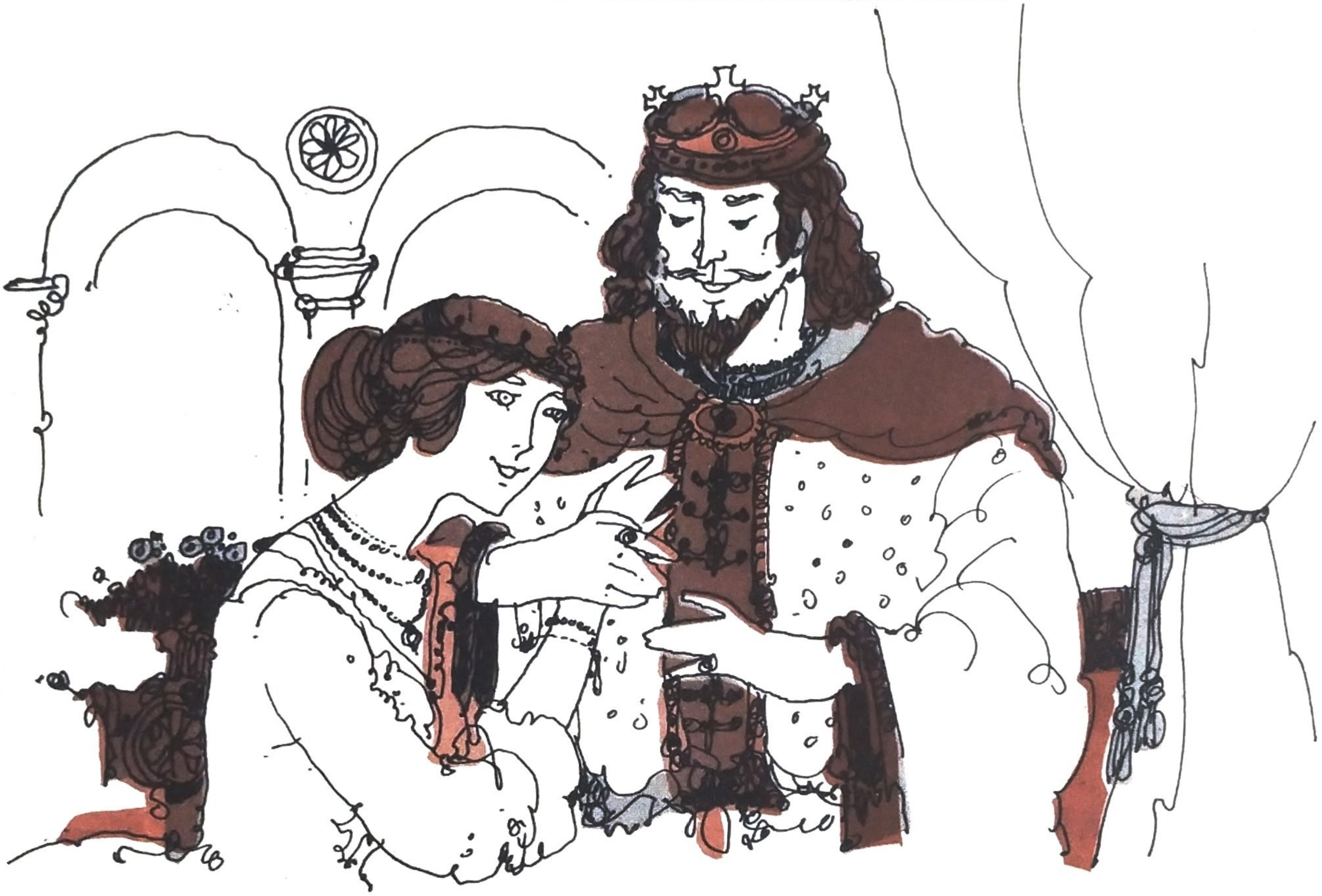
The following week while she sat selling her pots at the corner of the market a drunken horseman came plunging down the street on his horse, and rode right into her pots. Every pot shattered into a thousand pieces. When she told her husband he had no sympathy for her. 'Who would think of selling pots at the corner of the market?' he shouted. 'Why didn't you sit in the middle?'

The following week the beggar got her a job at King Thrush-Beard's palace. The princess worked hard in the kitchen, scrubbing the floors and washing all the dirty pots. After work she would take some scraps home, and she and her husband lived in this way for some time.

One day the king's brother was to be married. On the day of the wedding thousands of important guests arrived at the palace. A big banquet was arranged, and the guests in all their fine clothes and expensive jewellery were entertained at the palace. The princess stood by a door in one of the long corridors leading to the ballroom, and watched the guests go past after their meal. When she began to help clear up the food which was left over she put quite a few tasty morsels into her own pockets. Then she went to a corner of the ballroom to watch the grand dance and entertainment.

As the princess stood there and watched, she thought with a sad heart, 'I could have had so much fun if I had married the king.' Just then King Thrush-Beard came past. Seeing the beautiful girl, he at once caught hold of her arm





and pulled her along into the middle of the ballroom. He caught hold of her dress and ripped her pockets wide open. All the food that the princess had hidden tumbled out onto the floor. Everyone laughed and the poor girl was so ashamed that she ran out of the hall. King Thrush-Beard chased after her and caught up with her on the stairs.

He spoke kindly to her and said, 'Don't be afraid, I am not a bad person. I am the beggar and I am also the drunken rider who knocked over your pots. I did all this to make you see that it is not good to be so haughty and so full of pride.'

At these words the princess cried bitterly and asked for the king's pardon.

'Those evil days are gone,' said the king. 'Now we shall celebrate our marriage and you will live as my queen.' The marriage was celebrated throughout the land and the princess now began her happy life as Queen of the Country of King Thrush-Beard.

Exercise A

Answer the following questions.

1. Why did the princess not want to sell pots?
2. What would happen to the princess if she didn't sell pots?
3. Why did people buy pots from the princess?
4. What happened when the princess was selling pots the second time?
5. Did the princess's husband have any sympathy for her?
6. How did the princess get a job at the palace?
7. What work did the princess do at the palace?
8. Why did the guests laugh at the princess?
9. Did the king forgive the princess for being so haughty?
10. What did the princess think about when she saw all the guests having fun?

Fill in the blanks with suitable words and phrases from the passage.

1. The king chased her and . . . her on the stairs.
2. The princess was full of . . .
3. Her husband had no . . . for her.
4. The princess stood by a door in one of the . . . of the palace.
5. A drunken horseman came . . . down the road on his horse.
6. The princess did not want to sell pots because her fear of . . . was great.

Add suitable adjectives to the nouns below; you may find them in the passage.

1. . . . horseman
2. . . . palace
3. . . . guests
4. . . . morsels
5. . . . heart
6. . . . girl
7. . . . days
8. . . . life
9. . . . pots
10. . . . corridors

Exercise B

Do you remember reading about infinitives, participles and gerunds on pages 101 and 105? All other verbs are called finite verbs. Here is a summary:

Non-finite verbs

1. Infinitive with to (to go)
2. Gerund or verbal noun (swimming used as a noun)
3. Participles: (a) *Present* (eating used as an adjective); (b) *Past* (eaten)

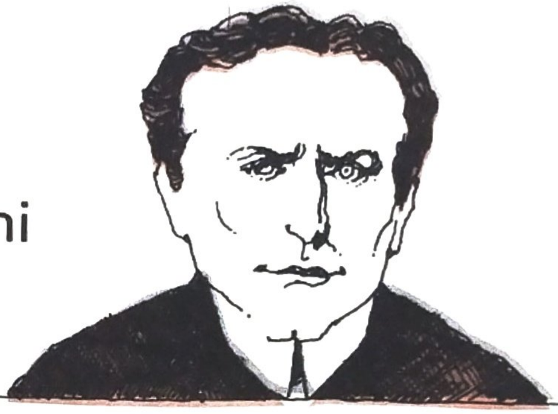
What is the difference between a phrase and a clause?

A phrase is a group of words without a finite verb in it. For example:
up the stairs, climbing a mountain, wanting to go, a broken doll, a number of jeeps, taking her home.
Notice that none of these phrases have a finite verb in them.
A clause has a finite verb.
For example:
when he went to market, if she had an apple, as he threw the doll, the bird which was killed.

Can you tell which of the following are phrases and which are clauses?

1. a few bananas
2. jumping from the tree
3. the egg which was stolen
4. a rainy day
5. eating ten apples
6. as they came into the room
7. waiting to see
8. as he stopped talking
9. when she saw her father
10. the letter I received

The Great Houdini



> *We challenge you to stand in front of a loaded Government 8-cwt. steel gun, to which we will secure you, insert a fuse which will burn 20 minutes, and if you fail to release yourself within that time you will be blown to Kingdom Come.*

This was the message sent to Harry Houdini, the world's greatest escape-artist. The message was sent to Houdini by four navy men while he was touring England in the year 1910.

Who was Houdini and why was he sent this challenge? The story of Houdini is a most interesting one and many books have been written about him.

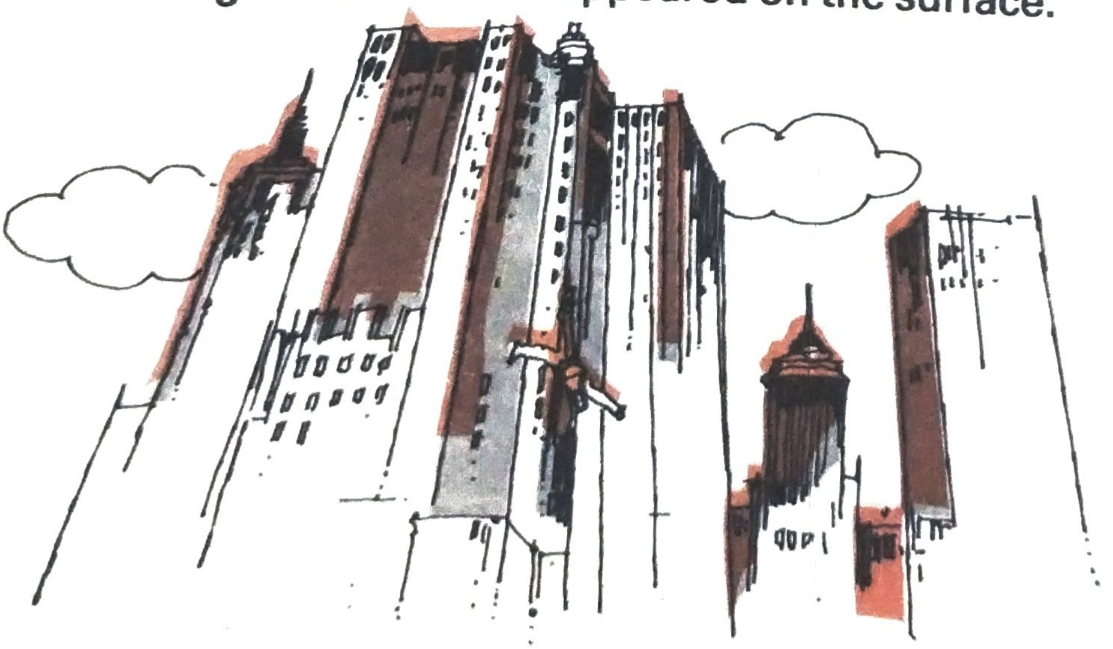
Harry Houdini was born in Hungary. His real name was Eric Weisz. When Harry was still a baby his parents decided to go and live in the U.S.A. As a young boy Houdini never went to school. His father was quite often without work so Harry helped the family by working. He sold newspapers and polished people's shoes. When he was nine years old he gave his first public performance. A friend gave him the chance to perform in a circus. The notices said Houdini was the star of the show; he was called, 'The Prince of The Air', because, in one of his acts he did tricks on a trapeze.

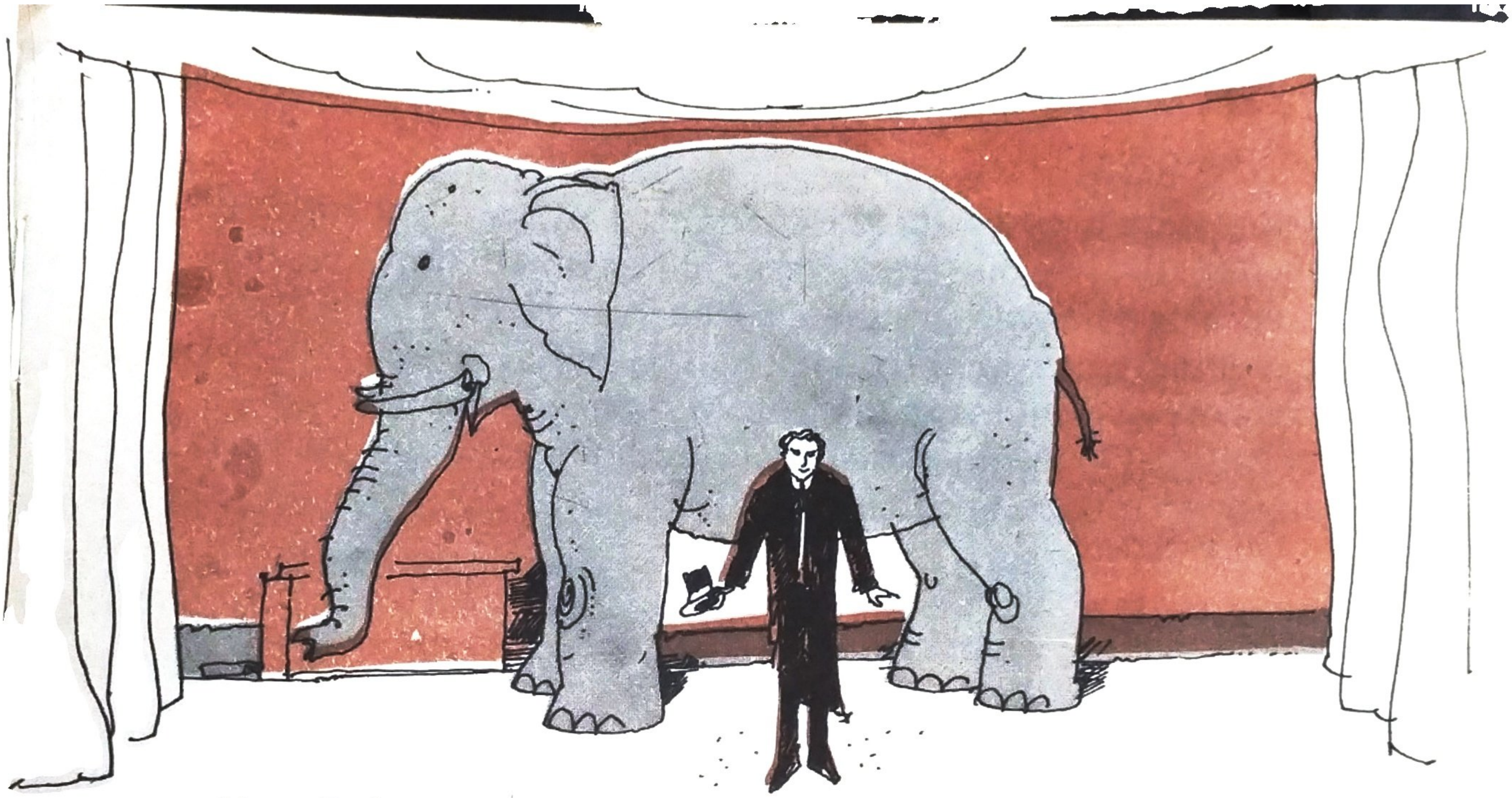
Houdini left home at the age of twelve because he thought it would be easier for his parents if they had one mouth less to feed. Years later when Houdini was in New York he was reunited with his family.

Houdini was so very interested in magic, that he practised many tricks until they were perfect. He was thrilled when he got a job with a theatre and was able to show his tricks in public.

Houdini's most famous trick was to escape. On stage he would be tied up or locked up with chains and in a few minutes he would get free. Many people tried to make new locks and tried tying him up in different ways; Houdini always succeeded in getting free. Some of his tricks were very dangerous.

Once Houdini was tied up in a strait jacket (a jacket with long sleeves which is used to tie up maniacs) and he freed himself while hanging upside down from the top of a skyscraper. Another time Houdini was bound with chains and locks and then jumped through a hole which had been cut in the ice on top of a frozen river. The crowd waited anxiously for Houdini to appear. The seconds ticked by but he did not appear. Everyone thought Houdini had performed his last trick, but after eight long minutes under the freezing water Houdini appeared on the surface.





Houdini performed many other famous tricks. Once he made an elephant disappear and at another time he walked through a brick wall! Millions of people all over the world witnessed his escape acts.

Houdini received many challenges during his life. People were always thinking of new ways of trying to defeat this great escape artist. When the four navy men sent their challenge to Houdini they thought he would be too frightened to accept but they were wrong; he happily accepted the challenge. Hundreds of people gathered in a theatre to see if Houdini could release himself from the gun before it went off. Before the show began, however, the Chief of Police said that he would not allow the fuse to be lighted. This made the challenge less exciting, but Houdini had shown his confidence in himself by accepting the first challenge.

Houdini was tied to the muzzle of the cannon, and a rifle barrel was thrust under his arms while his hands were behind his back. His hands were then brought forward and his wrists were tied across his chest. His feet were roped and knotted to a large iron ring nailed to the stage floor.

Houdini effortlessly kicked off his shoes and untied the knots with his bare toes! He wriggled and twisted and turned. Slowly his hands became free and then his feet. At last, when he was completely free from all the ropes, he moved away from the gun. It had taken him exactly seventeen minutes to get free! The crowd cheered and shouted. Once again the great Houdini had shown he was ready to meet any challenge.

Exercise A

Answer the following questions.

1. What was the challenge that Houdini received?
2. What was Houdini doing in England in 1910?
3. What are the things that Houdini did in his youth?
4. Why was Houdini called 'the Prince of the Air'?
5. Why did Houdini receive many challenges?
6. What made the escape from the gun more exciting?
7. How was Houdini secured to the gun?
8. Mention two tricks performed by Houdini.

Use the following words and phrases in sentences of your own.

gave him the chance, gave his first speech, much less exciting, thrust under, waited anxiously, maniacs, reunited, meet any challenge, would not allow, performed.

Write the meaning of the following; you may look in a dictionary.

cwt.
Hungary
trapeze
U.S.A.
disappear
challenge
escape
fuse
skyscraper

Describe in your own words a trick you have seen or one that you yourself have performed.

Exercise B

Here are some clauses beginning with if:

if the weather was better
if I had the money
if she stopped talking
if the builders worked faster
if it was a little bigger

Complete these sentences using the clauses above.

1. I would buy this house . . .
2. The rat could go through the hole . . .
3. We could play in the garden . . .
4. I would hear you better . . .
5. We could move into the house . . .

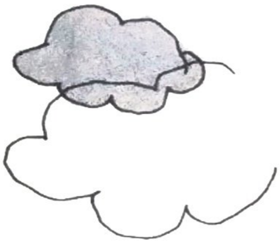
Join these sentences using suitable conjunctions or relative pronouns.

1. We wanted to see the film. We had no money.
2. The dog ran into the road. It was run over by a lorry.
3. The girl was crying. She had hurt her leg.
4. Mohan had a broken toe. He was unable to play in the match. He stayed at home. He read a book.
5. The cat is drinking the milk. I put (it) in the saucer.
6. Eating the grapes off the branch was a fox. Its tail was very bushy.
7. The man stopped the girl. She had dropped a purse.
8. The elephants ate the bananas. They were growing in our garden.
9. The car was driven by a man. He was very old.
10. The letter was brought by a boy. To him I gave ten rupees.

Break, Break, Break

Break, break, break,
On thy cold grey stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

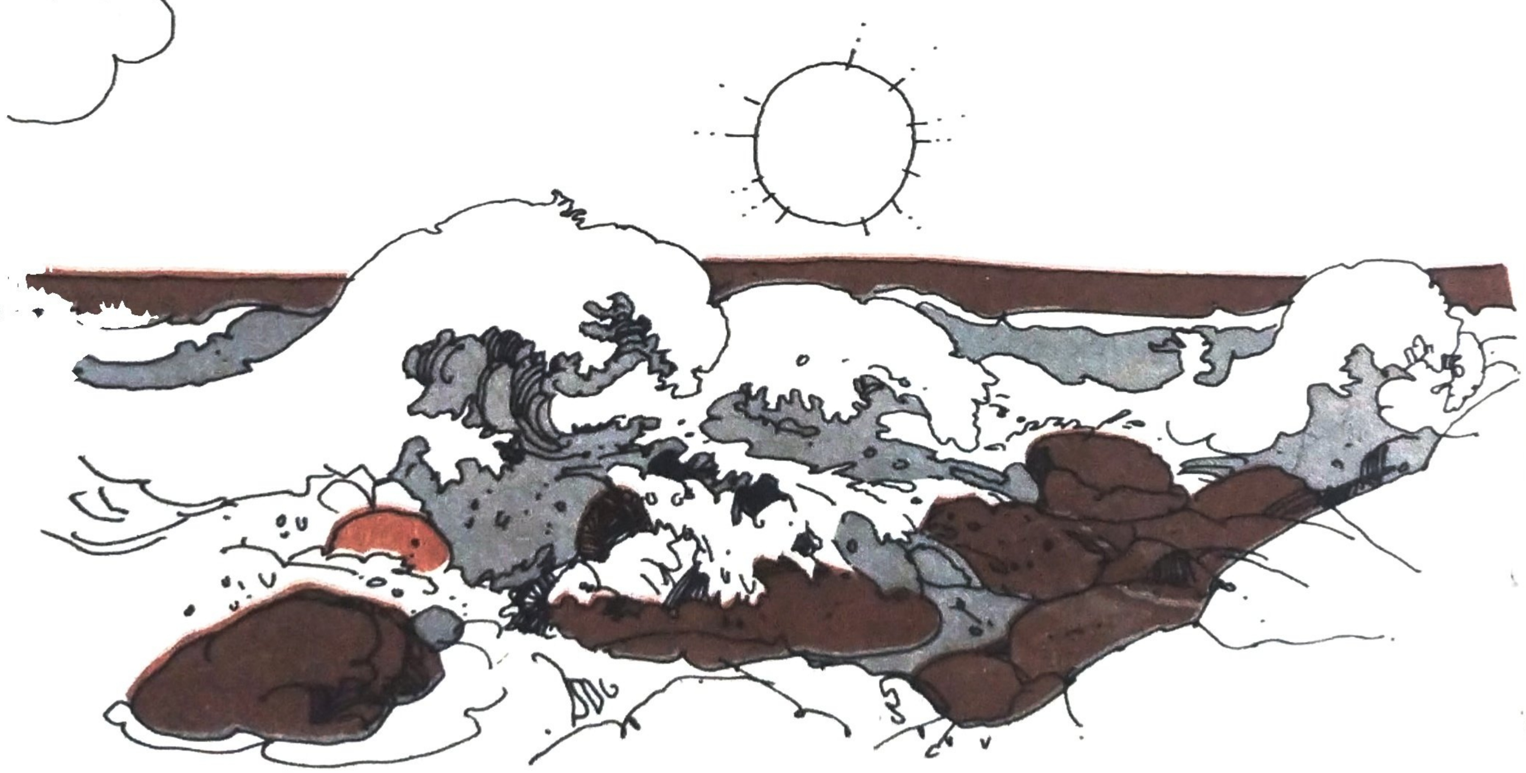
O well for the fisherman's boy,
That he shouts with his sister at play!
O well for the sailor lad,
That he sings in his boat on the bay!



And the stately ships go on
To their haven under the hill;
But O for the touch of a vanish'd hand,
And the sound of a voice that is still!

Break, break, break,
At the foot of thy crags, O sea!
But the tender grace of a day that is dead
Will never come back to me.

Alfred, Lord Tennyson



Exercise

This is a famous poem. It was written by Alfred, Lord Tennyson. Lord Tennyson was appointed Poet Laureate of England in 1850. He wrote a great many poems during his lifetime and the poem on page 116 is one of them. The poem is difficult to understand if we don't know who it is that the poet is referring to. Tennyson had a dear friend called A. H. Hallam who died at a young age. After Hallam's death Tennyson was very sad. He wrote a long poem called 'In Memoriam' in which he showed how dearly he loved his friend and how much he missed him. 'Break, Break, Break' was written by Tennyson with this friend in mind.

Here are some explanations that might help you to understand the poem better:

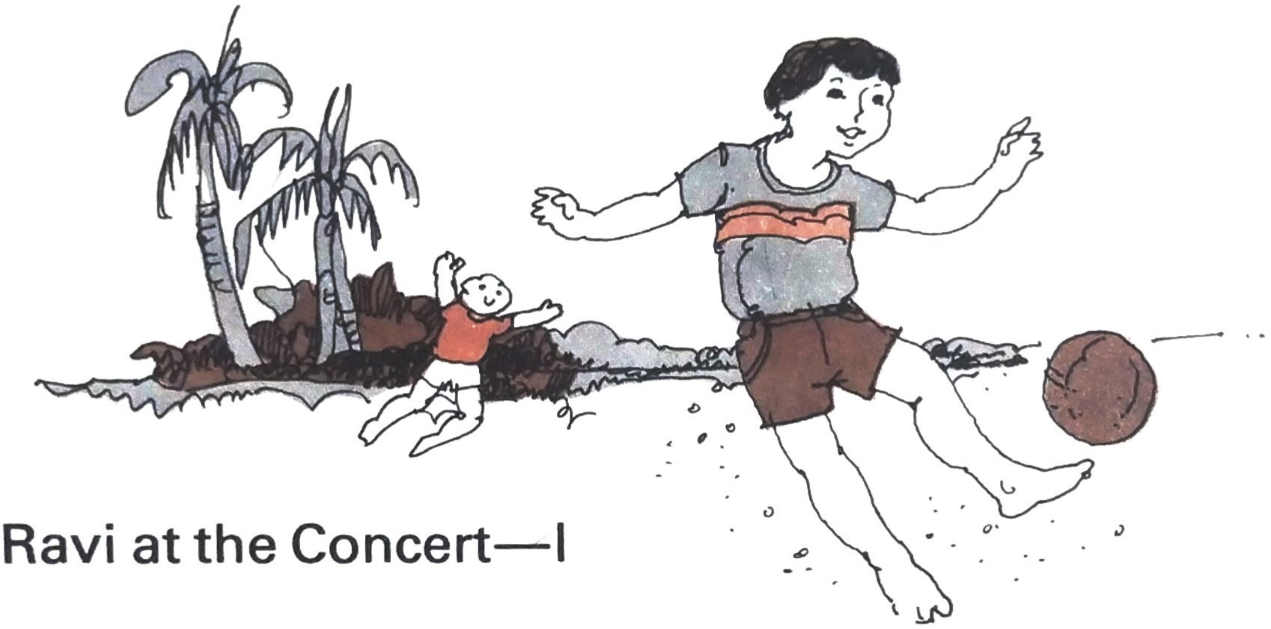
And I would	I wish
utter	speak
O well for	it is all right for
haven	a place of rest and safety
vanish'd hand	probably Hallam's hand
crags	steep rocks

Answer these questions.

1. Who is the poet addressing in the first verse?
2. Why cannot the poet say what is in his mind?
3. What does the poet wish for in the third verse?
4. Is the poem a happy one or a sad one?

Try to write in your own words what the poet is saying in the poem. You can begin like this:

O Sea, your waves keep breaking over the cold grey stones on the shore. I wish I was able to . . . .



Ravi at the Concert—I

Ravi was twelve years old and lived in a tiny village called Ramanahalli. Although it was a small village it was not far from Bangalore. Ravi was in the seventh standard and every day he walked two miles to the middle school at Papanagaram.

Ravi was not good at studies, but he was good at games, and good at making things with his fingers. He liked acting, and he liked singing, but he didn't like studying. His father worked in an office in Bangalore and every day he cycled to the railway station at Papanagaram and travelled fifteen miles on the train to Bangalore City. He wanted Ravi to work hard and to pass his S.S.L.C. Then he wanted Ravi to work in an office like him.

'Studies are very important, Ravi,' he used to say. 'You must work hard. When you grow up I can get you a job in our office.'

'But I don't want to work in an office, father,' said Ravi. 'I want to be an inventor.'

'That's no use,' said his father, 'you won't earn any money by inventing things; and then you'll starve. Now go and do your homework. Next week your uncle will be coming here.'

'Shankar Uncle?' asked Ravi.

'Yes,' said his father, 'he is coming to stay for two weeks. Your holidays will be starting on Monday and I expect he will take you to Bangalore.'

Ravi was very happy when he heard this news and went off to do his homework. The next week the school closed and the same day Ravi's uncle arrived. Shankar Uncle lived in Madras, and he too worked in an office, like his brother. Ravi liked Shankar Uncle very much. Sometimes when he came to stay he took Ravi to Bangalore. Sometimes he took him to the cinema, sometimes he took him to the circus, or to see Cubbon Park or Lalbagh.

When Ravi got home after the last day of his school Shankar Uncle was waiting for him and they sat down outside the house to talk. Shankar Uncle asked Ravi about his school and Ravi told him all the school news.

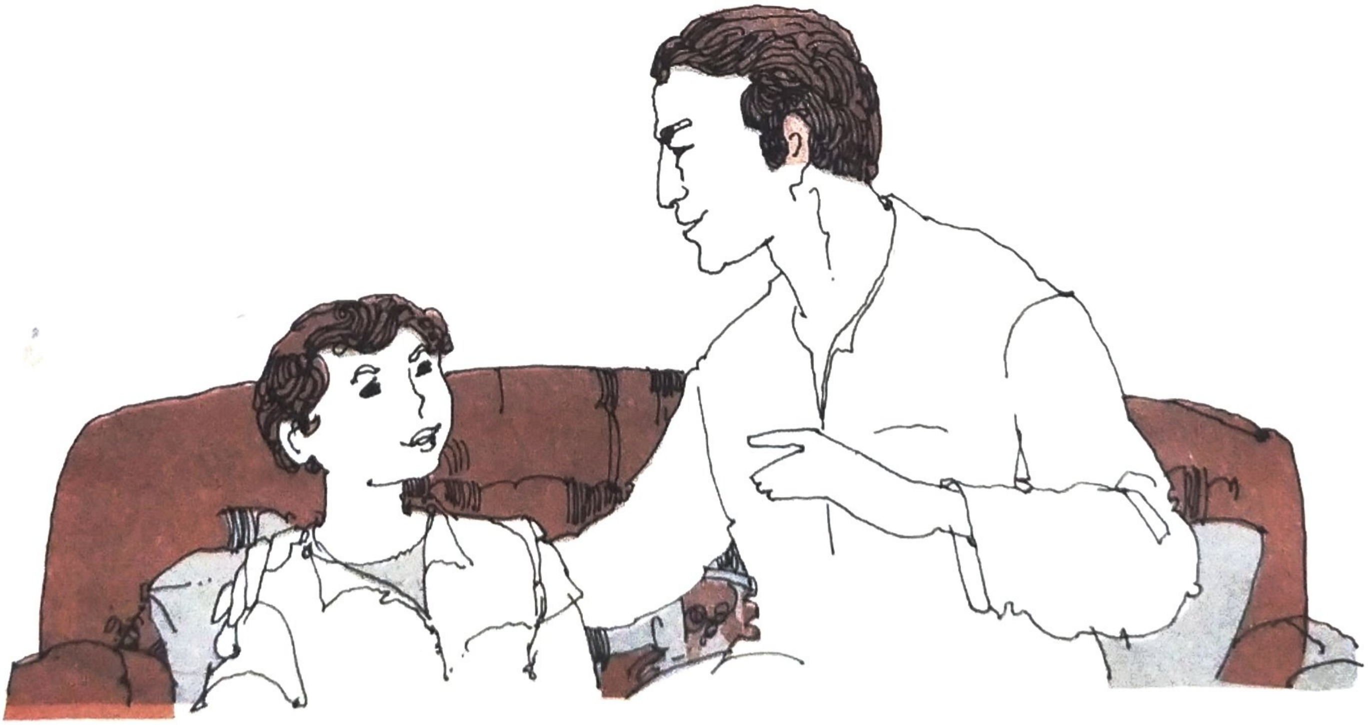
'Now I've got holidays for three weeks, Uncle,' he said. 'We must go to Bangalore,' said Shankar Uncle. 'I don't like the education in your school. There is too much book-learning and not enough culture.'

'What is culture, Uncle?' asked Ravi.

'Culture is very important,' said his uncle. 'A man without culture is like an animal.'

'Yes,' said Ravi, 'but what is culture?'

His uncle didn't listen. 'I am going to take you to Bangalore, and in Bangalore I want you to see Bharatanatyam. I want you to listen to music and I want you to see some paintings . . . ' he went on like this for half an hour until Ravi fell asleep.



Exercise A

Answer the following questions.

1. What did Ravi like doing?
2. What was he good at doing?
3. What did Ravi's father want Ravi to do?
4. Why did Ravi like Shankar Uncle?
5. What, according to Shankar Uncle, was wrong with Ravi's school education?
6. What do you think Ravi's uncle meant by culture?

Fill in the blanks with appropriate words from the passage.

1. Ravi's father wanted Ravi to work in an . . . but Ravi wanted to be an . . .
2. Ravi's father told Ravi he would not . . . any money by inventing things. Without money he would . . .
3. Shankar Uncle thought there was too much . . . and not enough . . . in Ravi's school.
4. . . . is a form of Indian dance.

A person who invents things is an inventor. Look at the descriptions in A and match them with the words in B.

A		B
A person who invents things		a carpenter
A person who cycles		a detective
A person who makes tables		a musician
A person who writes books		an inventor
A person who plays musical instruments	is	an athlete
A person who designs buildings		an artist
A person who paints pictures		a cyclist
A person who is good at running		an author
A person who finds criminals		an architect

Exercise B

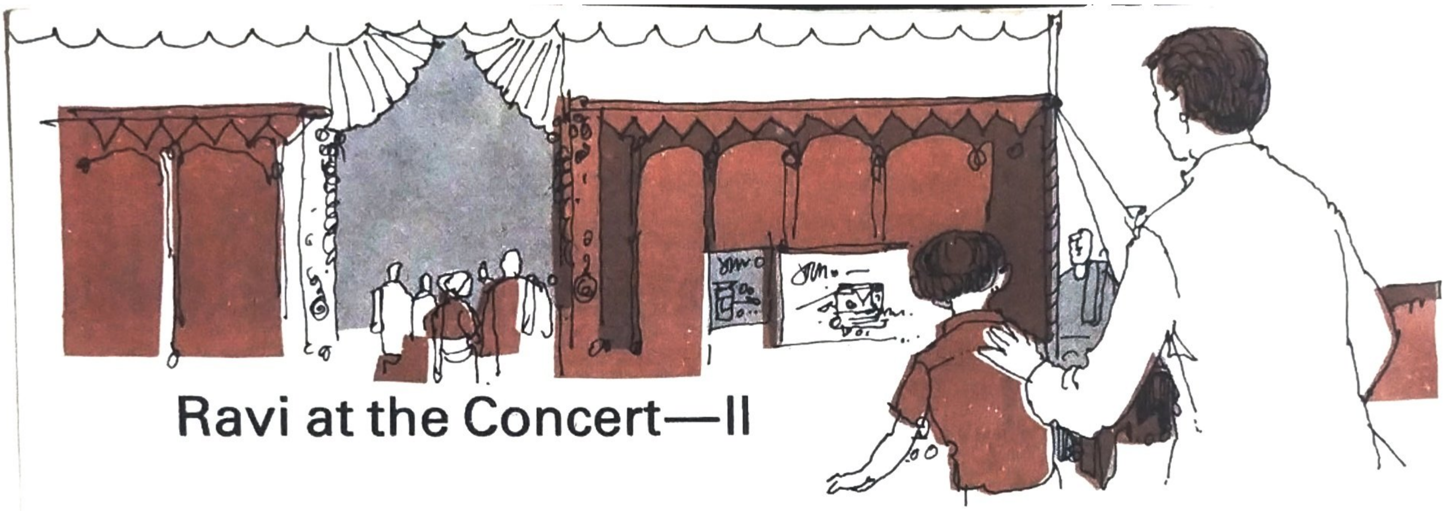
See if you can complete the following.

1. as black as . . .
2. as swift as . . .
3. as old as . . .
4. as easy as . . .
5. as hard as . . .
6. as white as . . .
7. as round as . . .
8. as loud as . . .
9. as proud as . . .
10. as dry as . . .
11. as busy as . . .
12. as cold as . . .
13. as soft as . . .
14. as harmless as . . .

Look at the way in which these words are used:

give	We can give evidence (at court); give advice, a warning, notice, give trouble, give help, give praise, thanks; give a shout; give permission (to do something); give a lift.
catch	We can catch a ball, catch a thief, catch a train or a bus, catch a cold, catch an infection or disease, catch a glimpse of (something), catch sight of (someone or something), catch hold of (something/someone).
lose	We can lose our way; lose our sight, lose our good name, lose money, lose patience, lose interest, lose our memory, lose a court case, lose men (in a war).

Write nine sentences. Use three phrases from each section above.



Ravi at the Concert—II

The next day Ravi set off with his uncle to Bangalore. On the train Shankar Uncle said, 'We're going to a concert this evening, Ravi. A famous musician is singing and I want you to hear her.'

'Will she sing film songs?' asked Ravi.

'No,' said Shankar Uncle. 'Her name is famous throughout India.'

'What is her name?' asked Ravi.

'Palmaner Indrani,' said his uncle.

'I've never heard of her,' said Ravi. 'She can't be very famous.'

At that moment the train stopped and they got off and caught a bus to the city market. They walked along the road and at last they came to a big *pandal.* Shankar Uncle bought the tickets and they sat down on two hard chairs. In front of them there were some huge advertisements. One was an advertisement for a transport company, one was an advertisement for patent medicines.

'Is this a shop?' asked Ravi.

'No, it is not,' said his uncle.

'Then why are those advertisements there?'

'Keep quiet, the musicians are coming in.'

A little party of people walked on to the stage and Ravi's uncle started to tell him about the musicians.

'The tall man is going to play the mridangam—that's a drum, you can see it on the floor. Those two men are going to play the tanpura; the little man is going to play the violin and the fat man the ghatam.'

'What is a ghatam?' asked Ravi.

'It is a mud pot,' said his uncle.

'Does he blow into it?' asked Ravi.

'No, he doesn't, said his uncle. 'You'll see when he begins to play. The singer will be coming in a minute. Here she is.'

Palmaner Indrani sat down in the middle of the musicians and they all started to tune their instruments.

'It doesn't sound very nice,' said Ravi.

'They are not playing,' said his uncle.

'But they are playing,' said Ravi.

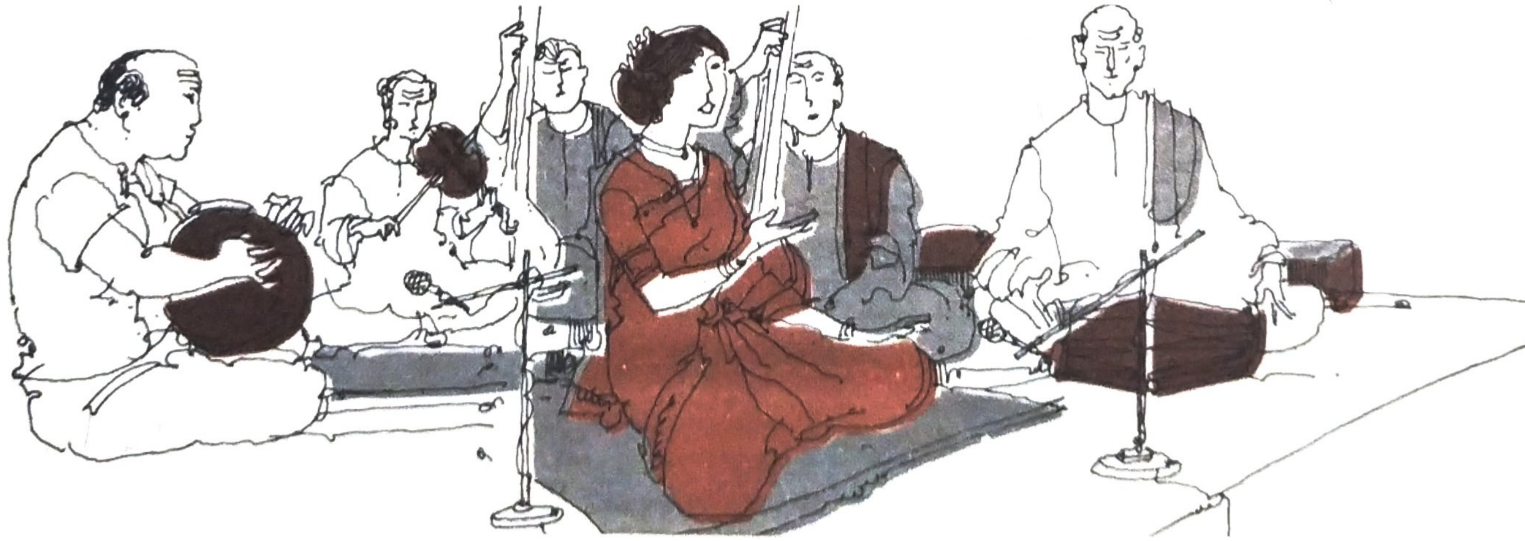
'They are not playing,' said his uncle. 'They are tuning up. Now keep quiet and listen.'

Suddenly Palmaner Indrani opened her mouth and started her *alapanam.*

'Is she sad today?' asked Ravi.

'Will you keep quiet, my boy!'

Ravi suffered in silence for another five minutes, but to him Palmaner Indrani seemed to become sadder and sadder. Ravi noticed that a little man next to him was very excited by the music. He kept on making clicking noises with his tongue, and occasionally he sang through his nose. Gradually Ravi started to make clicking noises too; he watched the man next to him carefully and clicked when he clicked. Then the fat man with the pot put the mouth of the pot over his stomach and started tap-tap-tapping away on the pot at a tremendous rate; Ravi was delighted. Occasionally the fat man caught hold of the pot with both hands and wiggled it against his stomach. This



made a most delightful sound which pleased Ravi immensely.

Palmaner Indrani sang on and on, the man next to Ravi continued to click and at last Ravi fell asleep. He woke up to find his uncle shaking him and everybody leaving the concert. His uncle took him to a hotel for something to eat and then they caught the train home.

Exercise A

Answer the following questions.

1. What kind of singer was Palmaner Indrani?
2. Was Palmaner Indrani a famous singer?
3. Why did Ravi ask whether they were in a shop?
4. What is a *ghatam*?
5. What did Palmaner Indrani's *alapanam* sound like to Ravi?
6. Was Ravi bored with the concert?
7. What did the fat man do?
8. What did the little man do?

Say whether the following statements are true or false.

1. Palmaner Indrani sang film songs.
2. There were two advertisements in the *pandal*.
3. The man with the pot delighted Ravi.
4. Ravi fell asleep after the concert.
5. The man sitting next to Ravi was enjoying the concert.
6. There were six musicians apart from Palmaner Indrani.

Who might have said the following?

1. 'I don't know why they are there; perhaps the companies have arranged the concert.'
2. 'What are we going to do this evening?'
3. 'I wonder why he is making that strange clicking noise?'
4. 'I wish that boy would stop imitating me.'
5. 'Wake up, Ravi!'

Exercise B

Look at the following tenses:

Past	*Present*	*Future*
He walked.	He walks.	He will walk.

These are called simple tenses.

Here are some sentences written in the simple tenses. Say whether they are in the past, present or future.

1. Yesterday Pradeep played football with his friends.
2. Shakuntala will return to England on Tuesday.
3. Pradeep fell on the grass.
4. Sita sings very sweetly.
5. We like her but she does not like us.
6. The car overturned on the main road.

Now look at the following:

Past	*Present*	*Future*
He was walking.	He is walking.	He will be walking.

These are called continuous tenses.

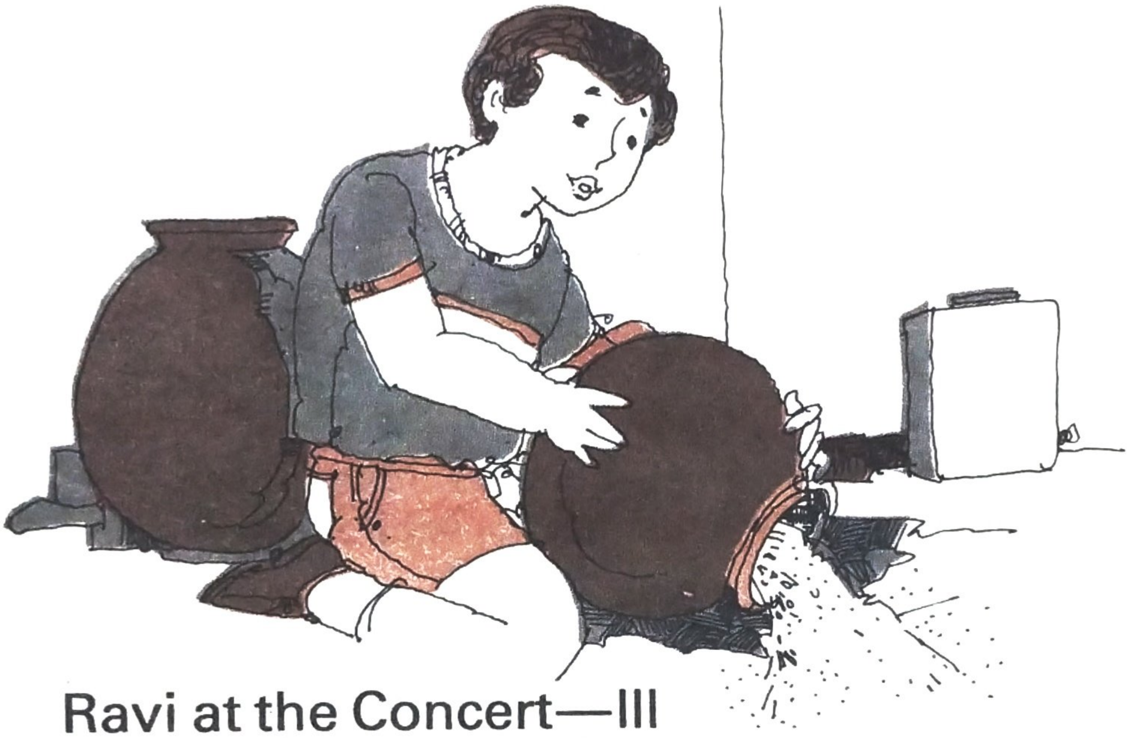
Here are some sentences written in the continuous tenses. Say whether they are in the past, present or future.

1. Santosh is walking to the market at the moment.
2. Yesterday the children were playing in the rain.
3. She will be seeing the headmaster in a few minutes.
4. They were playing but he was sleeping.
5. Rakesh will be flying to New York in an aeroplane.
6. The dog is barking at the thief.

Now look at the following:

Past	*Present*	*Future*
He had walked.	He has walked.	He will have walked.

These are called perfect tenses.



Ravi at the Concert—III

The next morning his uncle had to go to Bangalore on some business of his own. Ravi had nothing to do. His father had gone to work and his mother had gone to talk to one of the neighbours.

'I shall be coming back in about half an hour,' she told Ravi. 'Now don't get into mischief.'

'I shall sit here and read a book,' said Ravi.

Ravi read for about two minutes and then he threw down his book. He started to think about the previous day's concert. He shut his eyes and he could see Indrani, the mridangam player, the violinist and the ghatam player.

'Ghatam!' he shouted suddenly. 'I can play the ghatam!'

He rushed to the storeroom. He was not allowed in the storeroom usually, but his desire to play the ghatam was strong. There in the storeroom was a mud pot.

'This is just the right size,' thought Ravi.

But when he looked into it it was full of rice.

'It doesn't matter. I can put the rice on the floor and put it back when the concert is over.'

He tilted the pot carefully, but somehow all the rice came out in a rush and spread itself into every corner of the storeroom.

'I can clear it up afterwards,' thought Ravi, and took the pot out onto the verandah. He took off his shirt and pushed out his stomach. The chickens outside the verandah looked at him curiously, their heads on one side.

'You can be the audience,' he cried. Then he announced to them in a loud voice,

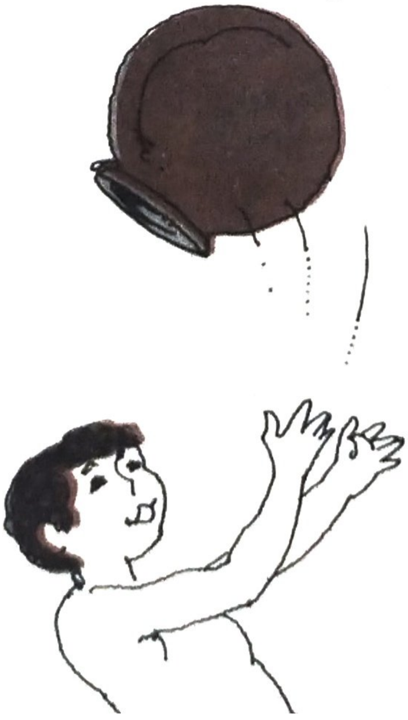
'Tonight Palmaner Ravi sings for you and Nellore Ravi accompanies him on the violin. Madras Ravi accompanies them on the mridangam and Chittoor Ravi plays the ghatam.'

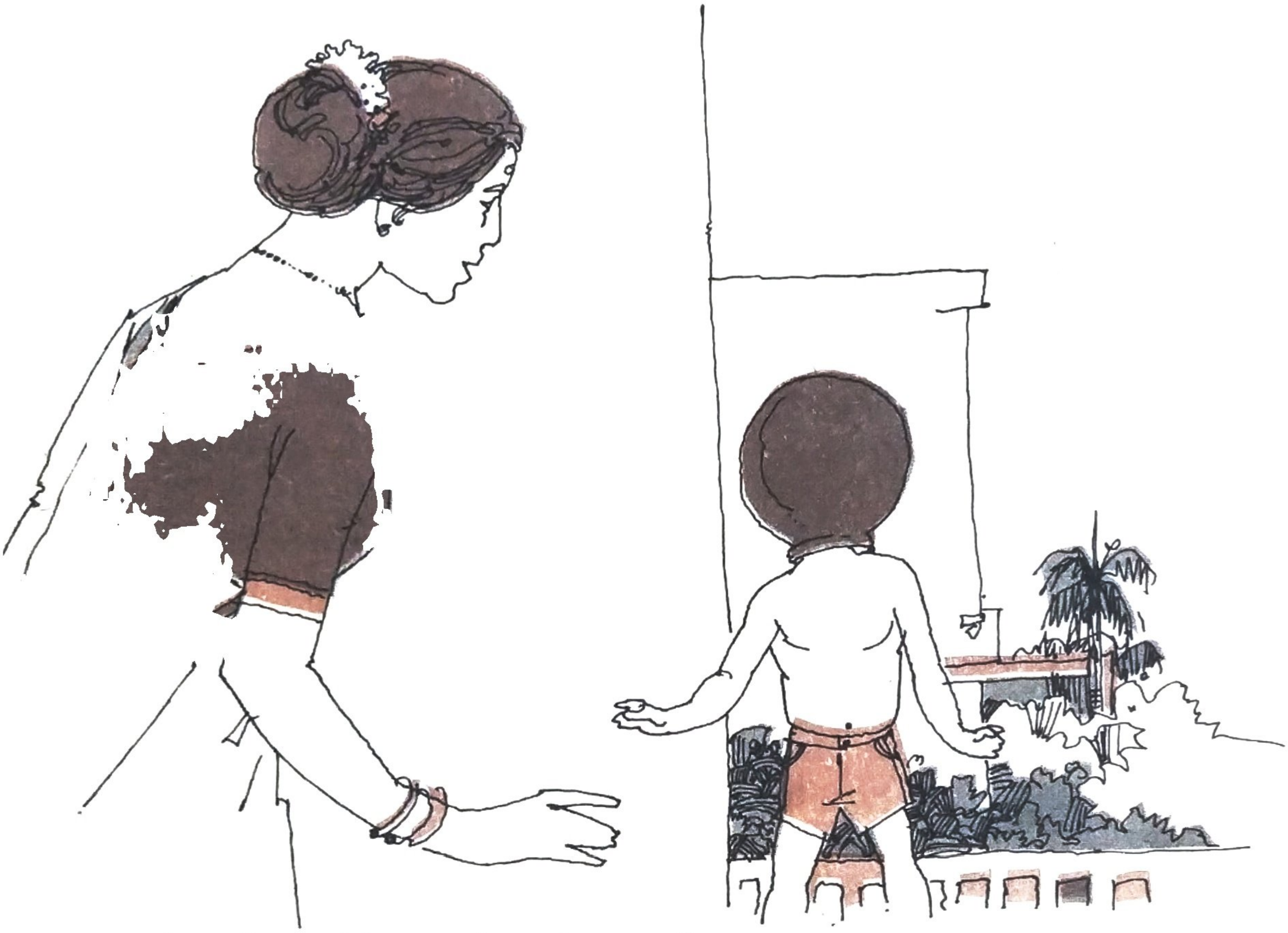
The chickens remained silent, but as the first notes of Palmaner Ravi's *alapanam* suddenly screeched forth they leapt into the air. They rushed past him into the storeroom and busied themselves with pecking up the rice.

Palmaner Ravi started a fast *kriti*. Nellore Ravi produced wonderful music with a walking stick as a violin. He was soon joined by Madras Ravi playing the mridangam on an empty kerosene tin. The final delight of the whole concert was Chittoor Ravi on the ghatam.

Tira kita dha
Tira kita dha
Tira kita dham!

At the end of the concert Ravi flung the ghatam high in





the air and bowed to the audience.

There was a loud thump. The pot fell squarely on Ravi's head and came to rest on his shoulders. He pulled and tugged. The pot would not come off! And at that moment his mother appeared in the doorway.

'Ravi!' she shouted, 'What are you doing?'

'Blub, gug, blub . . .' came from inside the pot.

'Why have you got that pot on your head . . . and . . . she let out another shriek and rushed into the storeroom.

'The chickens, the chickens!' she cried. 'They've eaten all my rice.'

By this time Ravi had decided that it was too hot in the pot, and too dark. He hurled himself and the pot against the wall, and with a tremendous crash he escaped from the darkness. His mother could hardly speak.

'Have you gone mad, you foolish boy? What are you doing?'

'I was giving a concert, Amma,' Ravi grinned. 'It was a great success!'

Exercise A

Answer the following questions.

1. Why was Ravi alone at home?
2. What brilliant idea did Ravi have?
3. Did Ravi mean to tip the rice all over the floor?
4. Did Ravi have an audience for his concert?
5. Who were Palmaner Ravi and Nellore Ravi?
6. What was the climax (the best part) of Ravi's concert?
7. Was Ravi's mother cross with him?
8. How did Ravi get the pot off his head?

Match the following.

A	B
pulled	chat
chickens	hastened
hurled	exactly
escaped	tugged
squarely	fowl
rushed	work
business	got away
talk	threw

Use these phrases in sentences of your own.

of his own, pushed out, spread itself, just the right size, fell squarely, came to rest, final delight, hurled it against, appeared in the, rushed past.

Write a paragraph or two about a musical instrument that you have seen or heard.

Exercise B

Here is a summary of the three tenses you read about on page 125.

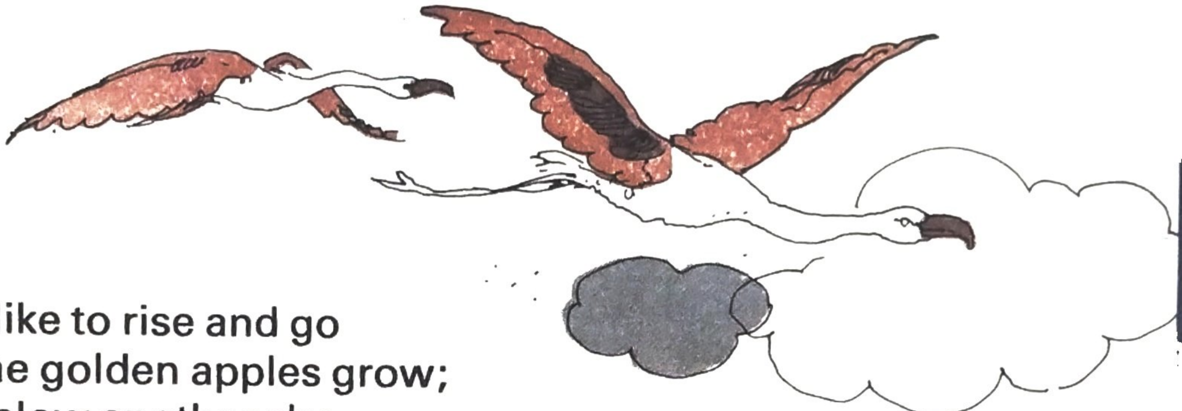
	Past	*Present*	*Future*
Simple tense	He walked.	He walks.	He will walk.
Continuous tense	He was walking.	He is walking.	He will be walking.
Perfect tense	He had walked.	He has walked.	He will have walked.

Now try to complete the following table.

	Past	*Present*	*Future*
Perfect tenses:			
jump	....	....	....
write	....	....	....
Continuous tenses:			
fight	....	....	....
teach	....	....	....
Simple tenses:			
draw	....	....	....
drink	....	....	....

Say which of the following are phrases and which are clauses:

1. along the sandy beach
2. hoping to get on a bus
3. who fed the cow
4. a very pleasant occupation
5. while eating strawberries
6. where I met the tiger

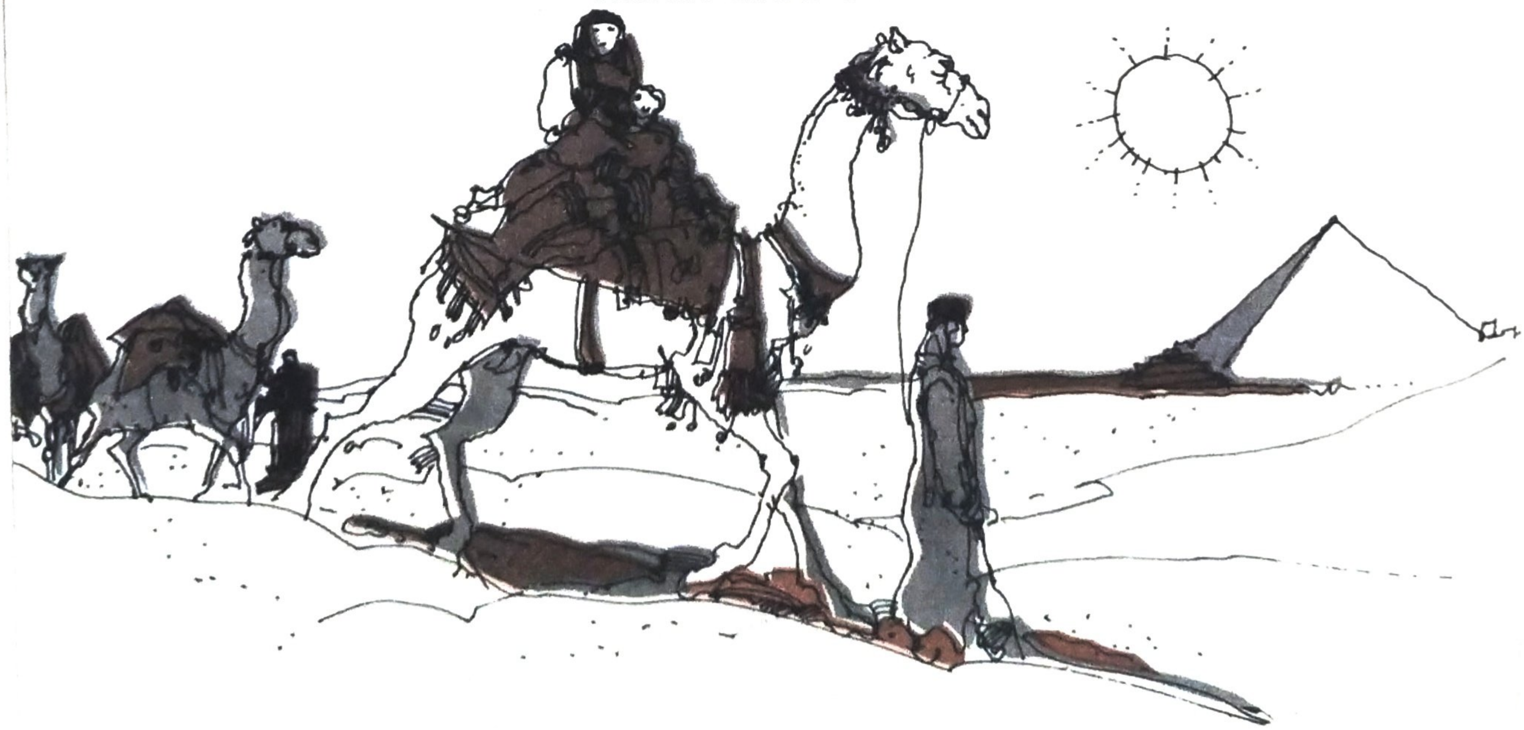


Travel

I should like to rise and go
Where the golden apples grow;
Where below another sky
Parrot islands anchored lie,
And, watched by cockatoos and goats,
Lonely Crusoes building boats;
Where in sunshine reaching out
Eastern cities, miles about,
Are with mosque and minaret
Among sandy gardens set,
And the rich goods from near and far
Hang for sale in the bazaar;
Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum,
Cities on the other hum;
Where are forests, hot as fire,
Wide as England, tall as a spire,
Full of apes and coconuts
And the negro hunters' huts;
Where the knotty crocodile
Lies and blinks in the Nile,
And the red flamingo flies
Hunting fish before his eyes;

Where in jungles, near and far,
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer-by be seen
Swinging in a palanquin;
Where among the desert sands
Some deserted city stands,
All its children, sweep and prince,
Grown to manhood ages since,
Not a foot in street or house,
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.
There I'll come when I'm a man
With a camel caravan;
Light a fire in the gloom
Of some dusty dining-room;
See the pictures on the walls,
Heroes, fights and festivals;
And in a corner find the toys
Of the old Egyptian boys.

Robert Louis Stevenson



Revision Test I

Below you will find clues to the identity of characters you have read about in this book. Can you name them?

1. He learned how to make pots out of clay, and how to make them hard and durable by burning them.
2. He bought very expensive shoes but did not wear them.
3. Her song seemed very sad.
4. He found that his wife could not do any housework properly.
5. She cried when she thought of the fate of the beautiful men and women who stood before her.
6. He said, 'If God wills I shall not be the poorer for it.'
7. He threw himself off a cliff.
8. He pretended that he was a famous musician.
9. He could not leave the island without first killing a monster.
10. He was once called, 'The Prince of the Air.'

From which poems are these lines taken? Name the poem and the poet.

1. Eager he tried to snatch the fruit,
   But, ah! It was too high;
2. They sailed away for a year and a day,
   To the land where the Bong-tree grows.
3. They were lithe, they sprang out behind hedges
   Like dogs to bark at our world.
4. I have promises to keep,
   But miles to go before I sleep,

Who said the following?

1. 'How about selling one camel and then dividing the money?'
2. 'The next few months I busied myself in making a house.'
3. 'Yes, come back to Athens. Be my wife.'
4. 'To whom belongs this beautiful wood?'
5. 'Blub, gug, blub . . . . . .

Revision Test II

Complete the following phrases.

1. as good as . . .
2. as fierce as . . .
3. as quick as . . .
4. as changeable as . . .
5. as clear as . . .
6. as dead as . . .

Complete the following proverbs.

1. Waste not, . . .
2. One good turn . . .
3. Two heads are . . .
4. A bad workman . . .

What do the following abbreviations stand for?

1. V.I.P.
2. sec.
3. SW
4. P.T.O.
5. B.A.
6. kg
7. U.N.O.
8. i.e.
9. St

Write synonyms for these words.

1. mad
2. top
3. moist
4. slim
5. cease
6. lucky
7. enormous
8. old

What noises are made by the following?

1. bees
2. donkeys
3. frogs
4. crows
5. turkeys
6. cows

What are the opposites of the following?

1. satisfied
2. happy
3. inside
4. down
5. careful
6. despair
7. helpful
8. ugly
9. top

Give the meanings of the following.

1. to be on the ball
2. to be on call
3. to be on the dot
4. to be on edge
5. to strike oil
6. maze

Revision Test III

Name the eight parts of speech.

Write what these signs mean:

(1) . (3) ; (5) ! (7) - (9) 's
(2) , (4) : (6) ? (8) — (10) '____'

Say which of the following sentences are in the simple present and which are in the present continuous.

1. She eats cakes everyday.
2. Her mother is here now.
3. She is consulting the doctor.
4. Her daughter gets fatter and fatter.
5. We are all talking about her.
6. She rolls about the house!

Pick out the gerunds in the following.

1. Sleeping is very necessary for good health.
2. They don't like listening.
3. Reading books is a good pastime.

Join the pairs of sentences. Use the following joining words:

although while because where unless

Some of the words in the sentences will have to be changed or left out.

1. He won't get into college. He has to study much harder.
2. The boys passed the test. They did not do much work.
3. She sang a song. Her friend played the piano.
4. We are not going to the zoo today. The weather is bad.
5. Sita went to the forest. She saw a tiger there.

Here are some verbs. Can you say what nouns are formed from them?

compare reject imagine see speak

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